

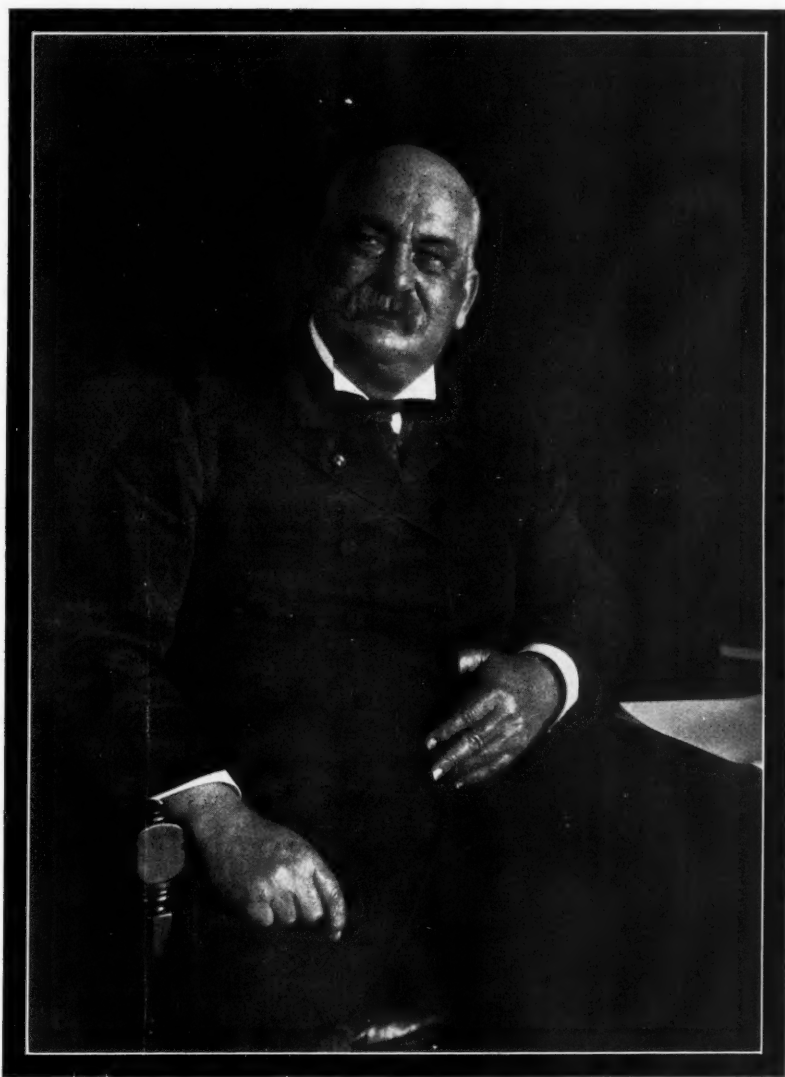
THE SCHOOL JOURNAL

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Colonel Francis Mayland Parker

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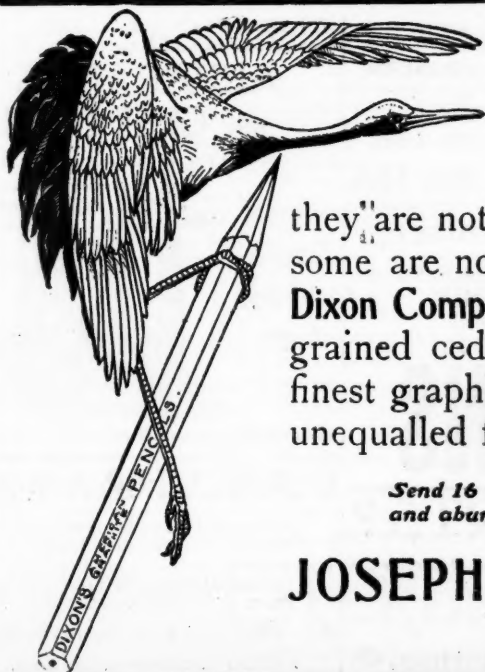
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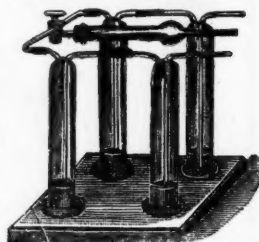
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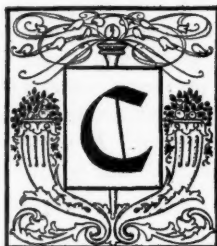
A Weekly Journal of Education.

Vol. LXIV.

For the Week Ending April 5.

No. 14

Copyright, 1902, by E. L. Kellogg & Co.



COLONEL FRANCIS WAYLAND PARKER, the great apostle of primary education, passed away March 2, at Pass Christian, Miss. No man in this country has rendered greater service to the children at school. His heroic fight

for greater freedom and happiness worked a complete transformation in the methods of teaching. So radical was the change that it amounted almost to a revolution, and it has been fitly termed the *new* education. And a new education it was—new as is the spring that beams upon nature after the storms and darkness and sternness and dreariness of winter. The ideas which it represented were not new, and this fact afforded to critics a point for attack. But old tho they were, as a wild apple tree is changed to a new tree by grafting, so they were filled with new life and rendered sweet and full of delight.

The new education brought happiness into the school-room. Under the old regime happiness was shut out, and often a school would be considered good in proportion to the rigidity with which the exclusion was carried on. The teachers of the present day strive to render going to school as joyous as is consistent with the aim of laying the foundation for still greater happiness in later life. It is this endeavor which most distinguishes them from their predecessors in the old school.

The glory of Colonel Parker's influence is that it elevated the teacher from a day laborer to a worker for life and eternity, from a lesson-assigner and reciting-post to a co-operator with God in the education of children, from a task-master to a friend of children and a brother of him who took up little children in his arms and put his hands upon them and blessed them. Others had theorized and talked and written about the mission of the teacher. Colonel Parker acted.

He saw the text-book standing between the teacher and the pupil like a wall and he removed the partition. Some people called this quixotic, yet the immediate effect was that, left without the support which the text-book had afforded, the teacher was compelled to develop

ingenuity and teaching skill. Gradually the true place of the text-book began to be somewhat understood, and tho its power in the schools is still disproportionately large, it is as nothing when compared with what it was in the old school. The substitution of teacher for text-book was an achievement of the reform endeavors of Colonel Parker. Without this step teaching would never have been raised to a plane commanding the respect of thoughtful people. Teachers have to thank Colonel Parker a great deal for having rendered their office one worthy of the best work of the best men and women.

He found the teacher's life spent amid the superficialities and machinery of traditional routine, with never a dream that beneath all the work done at school there was something divine that must be emancipated and brought to light and activity. By intensity rather than logical strength he effected a change which made the living child the center of solicitude at school, or, more concretely speaking, which abandoned the teaching of the three R's for the teaching of children. School work was lifted from a logical basis up to a psychological and sociological plane. It is doubtful whether Parker ever understood the danger of searching for the purposes of education in the realms of psychology; and it was well that he did not when he began his reform work. Only by taking such a fallacy as a truth, and preaching it with all that fiery zeal of his, could the abandonment of the child-blind logical system be made to yield its powerful grasp upon the schools. Psychology was a safer guide than logic in the bringing-up of children.

The feelings could be stirred most effectively by lifting up the living child to view. Every mother's heart would respond to such a plea and would consecrate itself to an alliance with the crusader. From a general psychological ground to child-study was a wise and progressive step. Always loyally submissive to what he regarded as the higher interests of children he turned, his eyes in the last days of his life more and more toward the social ideals. True prophet that he was, he saw—saw that in the social realm must be found the ideas for broadening and deepening further educational theory and practice. But his strength had declined and he could no longer retain the leadership. Some Joshua

was needed to come forward and lead the educational hosts into the promised land. To him it was given only to see it from afar and dimly. But even if he had never stood on Nebo yet he had freed childhood from the bondage of the logic of school tradition. A new life had been entered upon. New ideals were stimulating to progress. And even tho the course of the forward march had sometimes been erratic and apparently wasteful of time and strength, yet it *was* progress. The children are the happier for it and in that consciousness he found his reward.



The magnitude of the change instituted in the attitude of the teacher toward his work will be even more apparent when the smoke of the campaign for the professional elevation of teachers has cleared away. "The schools are stifed with machinery" was what Parker revealed to the searchers for truth, while the defenders of the fortresses of tradition shouted themselves hoarse to prevent the voice of the great prophet from being heard in the land. When he charged the schools with "tinkering of immortal souls," the wise critics would suggest with scornful superiority that he ought to say at least tinkering *with*, that his logic was faulty, and his scholarship sadly defective.



There have never been wanting detractors in these twenty-seven years—and they are at it yet—who tried to get the admirers of the stolid reformer to take a look at him thru their minimizing glasses and to persuade them that the new education movement was a pyrotechnic and bon-fire affair, in charge of a mere enthusiast. It will all go up in smoke, these savants would prophesy, and there will be nothing left but the rocket sticks and the ashes and rubbish; with brooms in hand they would constantly wait for the fulfilment of their prophecy, ready to sweep out the debris. But there was no such debris, and what is more there will be none. Accustomed only to the utter darkness of their self-complacency, they were and are forever mistaking sunrise for fireworks. Parker was too great a man for these critics of Lilliput to size up.



Naturally the improvement of the teacher could not be effected without making enemies. Incapable of insincerity and of cowardly half-and-half procedure—protective cloaks so popular with his detractors—he took a bold stand by insisting that the schools are for the children, and that the best interests of the children must be paramount. So important did he regard the training of teachers for their life of service for childhood, that he spent his whole strength as a teacher in exemplifying how it should be done. And what did he give the young people who came to him to learn the art of teaching? His detractors can tell us to a nicety what they did not learn, for those things lay on the surface, so that anyone maliciously attentive enough would have no difficulty in reading, and pointing them out. But there have been fewer to tell us what they gained. To begin with, under the principalship of Parker the Cook county normal school was the most stimulating institution for the training of teachers to be found anywhere in this country. There was an all-pervasive atmosphere of enthusiasm for everything that concerned increase of the happiness of children. There was developed desire, if not ability, to

search for the laws of life in all its manifestations. The graduates of the school regarded teaching as the greatest work upon which mortal man can enter. It took more than the ordinary amount of political chicanery and other school troubles to discourage them and rob them of their enthusiasm for teaching. An interest was awakened in the co-operation of the parents of pupils, and with many of the normal school students this developed into an endeavor to understand broader social relationships in political and economic problems. The movement for a juster interpretation and enforcement of the tax-regulations, which the teachers of Chicago have been keeping to the fore in recent years, was started, developed, and made effective by the energy and persistence of women trained in his school. As a trainer of teachers Parker set new standards. And is not all this constructive?



Parker's love of children was the source of all his demands upon the teacher and upon the school. He had no more patience with the teacher who considered it his business merely to get children to read, write, and cipher, and to transmit the facts embalmed between the covers of text-books, than Jesus had for the scribes and pharisees, who occupied themselves with finicky exegetics and going thru the motions. Parker wanted the school to be the generating stations of life, abundant life, hence the high ideal he set up for the teacher.



Memorial Edition of "Talks on Teaching."

In order to pay a fitting tribute to the memory of Colonel Parker, the publishers will issue a special memorial edition of the wonderful "Talks on Teaching," a book that, as United States Commissioner Harris well expressed it, is "as gold." The usual price is \$1.00, but in order to put this great work within reach of every one, it will be mailed to any part of the United States, postage prepaid, for fifty cents per copy, bound in cloth, and giving in addition to the present contents a biography and tributes from eminent educators. The publishers further offer to set aside ten cents on every copy sold of the special edition for a Parker Memorial Fund. If the response of teachers is half as liberal as it ought to be, there will be a considerable contribution derived from this source toward a fitting monument to the great school reformer. The fund will be administered by a committee of well-known educators. In this way every teacher will be enabled to secure a copy of the most valuable book on methods of teaching to be found in the English language at about one-half its regular price and at the same time contribute toward the Parker Memorial Fund.

From the many letters received by the publishers in approval of their Parker Memorial plan in connection with "Talks on Teaching" the following extracts from two of them are selected:

I have always regarded "Talks on Teaching" as in every way the most valuable book with which Colonel Parker was connected. It is the least pretentious and decidedly the simplest. There is no consciousness of effort in it and it abounds in practical aids to teachers. In this particular it is the richest book with which I have any acquaintance. I am glad, consequently, to aid in the circulation of this valuable volume on its own account. —Pres. John W. Cook, Northern Illinois State normal school.

I approve most heartily your plan of starting at once a fund for a memorial to Colonel Parker. It seems to me that the idea of publishing a large edition of his "Talks on Teaching" is admirable. Great numbers of teachers will be enabled thereby not only to secure the book, which is valuable in itself, but also to take part in the worthy object of erecting a monument to this great teacher who was so universally beloved. Your plan is both feasible and practical—it is also a liberal one on your part. I am sure that the friends of Colonel Parker will gladly unite to make it a success. Prof. L. See'ey, State Normal School of New Jersey.

Colonel Parker, the Man, and Educational Reformer.*

By Marion Foster Washburne, Chicago.

As the work of Colonel Parker was distinctively American, so was his training. Altho a learned man, forefront of the movement for the higher professional training of teachers, known in two hemispheres as probably the most characteristic and thoro exponent living of the movement called the new education, master of several languages, holder of an academic degree, advanced student of a large German university, he never was a student as other men are students, for the mere sake of learning, but acquired all his knowledge because he had immediate need of it. Every truth as he learned it rushed at once into the field of action and made things happen.

By nature an autocrat, he was by deepest conviction a democrat. Believing fervently in personal freedom for all, and disdaining either to exercise or bow to authority, he had an unconquerable will and a dominating, not to say domineering, personality. Full of zeal and courage, he did, on occasion, scant justice to a candid foe, but never failed in tenderness to the weak, nor in prompt forgiveness of an injury. These contradictions were, in their very nature, fruitful.

Francis Wayland Parker was born in a little unpainted house in the village of Piscataquog (now part of the city of Manchester), New Hampshire, on the 9th of October, 1837. His ancestry was of the strong, wholesome stuff which makes useful men. His great great grandfather, Major John Goff, was an officer in the Revolutionary war, a son of the famous Col. John Goff, who took an active part in the French and Indian war. The family is supposed to be closely allied to the family of Goff the Regicide, whom Walter Scott has made famous. Col. Parker's grandfather, William Parker, was the founder of the village of Piscataquog, and was a soldier in the Revolutionary war. In every strain of Col. Parker's ancestry there are ministers and teachers. His maternal grandfather, Jonathan Rand, was the first recorded teacher of Old Derryfield, now Manchester, and his daughter, Milly Rand, the mother of Francis Parker, was also a teacher. It was said of her that she never taught like any one else.

Altho Francis entered the village school at three years of age, he could read before he entered it.

His father, Robert Parker, a skilled cabinet maker, died when the little boy was six years old, and two years later the child was taken from school and bound out to work upon a farm, attending school only some eight or nine weeks each winter. Far from considering this a hardship, Col. Parker liked to describe this period as the best part of his education. He often said that it was extremely fortunate that he was taken from school and placed upon a farm, where he had an opportunity to study geography and the sciences in a very practical way.

When he was thirteen there were so many questions in his mind which required fuller answers than he could get from his own observation, or from asking those about him, that he left the farm, and altho almost without any money, enrolled himself as a student at the Mt. Vernon (New Hampshire) academy. To pay his way he sawed wood, varnished boxes, and did chores, besides working on farms in the summer vacations.

When he was sixteen he taught a school of some seventy-five pupils, many of them older than himself, and a number of them better educated. This was in Webster, N. H. The following winter he taught in Auburn, which was near his home, and here his success was so marked that he was engaged to teach for several winters at the munificent salary of eighteen dollars a year and board. The board was varied in value, for it was fur-

nished by the parents of his pupils in turn, each taking him into the house for a week or two at a time. While teaching he continued his attendance upon the Hopkinton academy in his few leisure hours, and spent his summers working on farms. When twenty-one he taught in the village of Hinsdale, N. H., and from that place was called to the head of the grammar school of his native village Piscataquog.

Teaching in the Wild West.

In 1858 he took the long journey a thousand miles across the country, to what was then the heart of the Western wilds, Carrollton, Green county, Illinois, where he was installed as principal of the only school of the place, high, grammar, and primary. To reach Carrollton he had a long stage-coach journey of thirty miles after leaving the railroads. The miles were long and flat, over muddy roads lined with hogs going to market. He heard pleasant stories of the school to cheer him as he rode. A former principal, he was told, had been pelted down the street with the unctuous mud of the place, and another had been driven away by the sight of a dirk, drawn by one of the boys. Trembling, but resolute, the lank, pale, long-haired Yankee schoolmaster entered the building, and faced his school of more than a hundred pupils. He read them a chapter to steady himself, and then told them that his idea of a school was to have "a good time, a first-class time for all, and the best way to have a good time, was to work together, and then play together." He didn't threaten or make a rule, but went straight to work. The yard was full of Jimson weeds in which the hogs rooted, and the fence was in a sad state of dilapidation. The young teacher and his pupils cut the weeds with a scythe, dug up the ground, sowed seed, made a border of flowers, mended the fence and whitewashed it, and then, having a good, sweet place to do it in, played games together. Boys and girls and master were on the best of terms, and the school flourished. There was one incorrigible who had to be thrashed, but the young principal took pains to do it out of school, where he could claim no advantage from his position of teacher, and when he and the bad boy met on equal terms, as man to man. His salary was \$600 a year, paid in wild cat money subject to thirty per cent. discount.

This was about the time when feeling in regard to the right of the Southern states to hold slaves and to secede from the Union was hot, and the lava which was soon to boil over in the full eruption of war was seething high. When the school board noted that Francis Parker held Union sentiments they expressed their indignation by cutting down his salary \$100. The school board of Alton, however, offered him the principalship of their high school, and he accepted. He never taught there, for the war broke out, and he went back to his native state and enlisted in the Fourth New Hampshire volunteers.

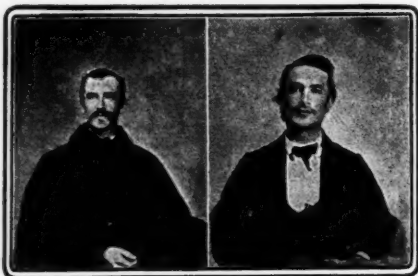
From Private to Colonel.

His career as a soldier was marked by the same enthusiasm, the same intensity of conviction, the same unflinching courage which afterward enabled him to put into actual practice educational ideals which other men recognized but failed to realize. He enlisted as a private, but was made lieutenant before he got to the field, stayed with the regiment four years, and brought the remnant of it home as brevet colonel commanding. As he was one of the earliest men to enlist, so he was in some of the most desperate battles of the long war. He was a man sure to be in the thick of things. At Deep Bottom, August 16, 1864, he was suddenly given a brigade, and while engaged in repelling the fierce attacks of the enemy was severely wounded in the chin and neck. For weeks he lay in the hospital suffering from a crushed

* This charmingly written biography was published in THE SCHOOL JOURNAL on the occasion of the Quincy Anniversary, two years ago. It is repeated here in part, its appropriateness to this memorial number rendering it especially interesting.

windpipe. In the spring of 1864 his regiment numbered one thousand men; at the last charge in the fall only forty could be mustered.

In October, 1864, he went home on furlough, but he was far from idle. He took part in the second Lincoln campaign, and went all thru his native state making ringing speeches in favor of the great war president. In December, after Lincoln's election, he took time to



AS CAPTAIN IN THE
ARMY.

AS SCHOOLMASTER BEFORE
THE WAR.

be married to Phene E. Hall. He had met her when she was a child at school. She became a teacher herself, and they corresponded on the questions which interested both. As his wife she took an earnest and intelligent share in all his work. She was a woman of a large and serene spirit, helpful and patient. They had one daughter who seemed to inherit the remarkable qualities of both parents. She died in early womanhood.

Soon after his marriage he was again at the front, and marching with the Army of the Ohio across North Carolina, meeting Sherman at Cox's Bridge. He was taken prisoner a little later in the spring, and borne along with General Johnston's army to Greensburg, N. C., where he heard the welcome news of the surrender of General Lee. He was afterwards made brevet colonel for bravery at Deep Bottom.

Plans a School.

In all his campaigns, on the march, by the camp fire, even in the lulls of great battles, he was planning a school. War was an utter horror to him. Yet he could not refrain from offering his services when it broke out. He was born a patriot, and in his youth had often met old soldiers of the Revolutionary war, who had passed on to his young and ardent spirit their own enthusiasm for the United States. He believed that this country had a mission for all the world—that the salvation of the human race was bound up in free government. His motive in teaching always was to fit people for the responsibilities of self-government. All thru the war the vision of a school to be, accompanied him. He believed the one thing to save mankind and avoid war was the common school.

Chooses the Humble, Better Part.

When he returned to Manchester, he was received with open arms by the citizens, and many avenues of success, political and financial, were open to him; but he never wavered in his devotion to his chosen profession. His activity in the Lincoln campaign and the force and enthusiasm he had shown as a worker and speaker had produced such an effect that he realized, he could not stay in New Hampshire without being drawn into politics. As he was sure his real work was teaching he applied to Governor Fred Smyth, of New Hampshire, who was a particular friend, and thru his influence obtained the position of principal of a district school in Dayton, Ohio, in 1868.

Colonel Parker's mind was full of fresh force engendered during the electrical years thru which his country, and he with it, had been passing. He found it impossible to teach school in the old routine way. Facts were alive and throbbing to him, and he made them so to his pupils. The parents did not know what to make of such a store of energy poured into the primer and grammar,

and, backed by the reluctant teachers under him, who had not been to the war, and wanted things to go on in the good old way, set up a vigorous opposition. However, the board of education, appreciating his strength and ability, replied to the clamor by electing him principal to the first normal training school of Dayton, and later, in 1871, making him assistant superintendent of schools.

The Dayton schools at this period were utterly stagnant. Not a ripple of a movement on toward larger things could be detected. The text-book reigned supreme; the teachers simply "heard recitations." Of course the Colonel promptly came into collision with the existing school-book companies. Their keen commercial instinct scented an enemy, and they said to a school committee man, who was their agent—"This man must be killed or we shall be." It was the first recognition of his power as a teacher.

At the same time that he was antagonizing the text-book people, he was feeling keenly the need of some helpful books himself. There was no child study then, no experimental psychology, very little progress along educational lines anywhere, except in Germany; and he couldn't read German. He followed what light he could find. He got Tate's *Philosophy of Education*, Stowe's *Gallery Lessons*, and Wilderspin's *Infant Education*. He was much influenced by Horace Mann's life and example. About this time his aunt died, leaving him a legacy of \$5,000, and he resolved to follow Horace Mann's example and go to Europe for study.

Soon after this Mrs. Parker died, and her husband resigned his superintendency and went abroad for a long sojourn. In 1872 he entered King William's university at Berlin, where he spent two and one-half years in the study of psychology, philosophy, history, and pedagogics. He knew no German, but learned it as he needed it.

This was his reply to his Dayton critics. Far from scorning them he wondered if they might not be right, and gave himself several years of hard training to find out. It was a marked characteristic of the man that while he worked with the intensity of conviction he nevertheless could continually re-examine the grounds on which his conviction rested. By nature dogmatic, sure of himself, unhesitating, by principle he was open-minded and ready to accept suggestions. If they were made by a friend he first knocked the friend's arguments to tatters, and then reconstructed it in his own mind and thought it over. If by an enemy, he first conquered the enemy, as in Dayton, and then tried to live so as not to deserve enmity. If by an authority, he trampled the authority under foot, and then in freedom adopted the advice. If by a child, or a meek little person timidly feeling for the truth, he was gentleness and generosity itself.

While abroad he took a two years' course in the Hegelian philosophy under a private instructor, because he was himself of a markedly un-Hegelian type of mind. Between times he traveled over the continent, visiting schools, and studying the art, geography, and history of each country as he visited it.

The Quincy Movement.

In the meantime a situation was preparing itself for him at home. In 1873 the school board of Quincy, Mass., a small body of unusually competent men, became convinced that all was not as well as might be with their schools. When they undertook to remedy this state of affairs, they realized, to use the words of Mr. John Quincy Adams, "that they had a larger contract than they had at all intended." They felt the need of the educational expert. It seemed almost impossible that a man could be found thoughtful enough to appreciate the situation, skilful enough to apply the right remedy, and bold enough to conduct an educational revolution. But they found the man made to their hand in the person of Colonel Parker, newly returned to his native land, shining in coat of German mail, seeking some evil to overcome, some beneficent imprisoned power to set fr

In the Dayton schools he had met and overcome many of the difficulties which were baffling the Quincy school board, and his long study abroad had satisfied him that he had met them in the right way. He had several talks with the Quincy committeemen, and convinced them thoroly that he knew the situation and how to grapple with it. In consequence they elected him superintendent for one year and re-elected him with a great struggle every year for four more years, and gave him a free hand.

Then things began to happen. The set program was first dropped, then the speller, the reader, the grammar, and the copy-book. The alphabet, too, was treated with



As Superintendent at Quincy, Mass.

slight deference; it was not introduced to the children by name, but they were set at once to work making words and sentences. The teachers woke up, and had to depend upon lively wits for success. No longer could they comfortably hear recitations from convenient text-books — there were no text-books. Other books there were in plenty, and magazines and newspapers. Teachers and pupils had to learn first of all to think and observe, then by-and-by they put these powers to work on the required subjects.

These were few; the Quincy committee was determined that the children who graduated from their schools should be able to read well at sight, to write correctly, and to compute sums required in ordinary business transactions. They were to know geography, practically, and the leading events in history, and to have trained faculties and senses with which to acquire such other knowledges as they might desire later on.

The plan succeeded beyond the fondest hopes of its promoters. The quiet Massachusetts town became the goal for inquiring teachers from all over the country. So great was the interest manifested that the committee was obliged to limit the visits and allow only one school at a time to be inspected, in order that the work might not be too much interrupted.

The Colonel went on with his work, unheeding the storm. Every once in a while he would observe that he didn't claim his methods were new; he was only applying practically the principles laid down by Froebel and Pestalozzi. That was just it. Nearly every one agreed with his theories, and wondered why he didn't let it go at that. They believed as he did, therefore, of course, they did as he did, was their argument, with scant regard to the facts. When it became evident that whatever the similarity of theory, the dissimilarity in practice was marked, they buzzed about him angrily.

As a Boston Supervisor.

In the very thick of the clamor he was elected one of the supervisors of the Boston public schools. But in this position he was bound hand and foot with Lilliputian threads of convention tied to him everywhere. He could not wink without feeling the tug of some of the tiny but persistent cords. However, he served the two years for which he had been elected, and at the expiration of his term of office was re-elected. Then he received a call to accept the principalship of the Cook County normal school, at Chicago, with a salary of \$5,000. He was also offered the superintendency of the Philadelphia schools, at a still larger salary. But he felt that in accepting the normal school offer he would be brought again into direct contact with the children whom he loved. He had always maintained that it is only by constantly following the leadership of the little child that a teacher gains inspiration and is enabled to do true work. Besides, he was sure that Chicago was to be the educational battlefield, and he wished to be in the thick of the fight. He had his wish.

Mrs. Frank Stuart Parker.

However, just before going to Chicago, he married Mrs. Frank Stuart, a successful teacher in the Boston School of Oratory. She first became acquainted with the Colonel thru an effort to soften the rough voice consequent upon the injury to his windpipe received in the Civil war; and this was typical of her relation to him thruout. She was always endeavoring to soothe and heal the wounds received in battle. Moreover, in the stormy times which followed she was his unflinching ally. When her husband would not fight for himself, she would fight for him. He would fight for a principle to the death but for himself he would not lift a finger.

Storms at Englewood.

The first sight of the raw Western suburb in which the school was situated was not very attractive. The school was comparatively new, having been launched on its perilous career by the devoted enthusiasm of a few men. Chief among these was its first principal, D. S. Wentworth, who had literally died of overwork, just before the Colonel was called; and Dr. Champlain, a prominent citizen, who for many years put his public before his private interests, and at no inconsiderable sacrifice upheld the school thru all difficulties. Every dollar had to be fought, bled, and died for. Even after the people, aroused by the continual strife, began to look into the matter, to send their children to the school, and to be favorably impressed, the politicians remained of the opinion that they could well afford to skimp the normal without loss of prestige. At the time Colonel Parker was put in charge there happened to be a liberal-minded board of education in control, who, faithful to the memory of Mr. Wentworth, and struck with the pathos of his early death, were determined that he should have a worthy successor.

For a while, all went well, and Colonel Parker had time to get the school thoroly in hand before the storm broke.

Plans a Truly Professional School.

The Colonel's intention was fixed to make of the Cook County normal a professional training school, second to none in the country. He found a small training class of about forty pupils and a practice school of two rooms with one grade teacher. The school was hampered by being obliged to do high school work, as well as professional work, a fact which, of course, made it difficult to devote the necessary time to pedagogics. In his report to the board of education, January 1, 1885, Colonel Parker demanded that the standard of admission be raised, and none but those who had had a high school education or its equivalent be admitted to the normal. This, of course, provoked much opposition.

The real bitterness of the long contest began when he attempted to weed out his teachers, to displace honored old parasites that had long adhered in peace to the trunk of the tree of knowledge, very comfortable, apparently harmless, but adding less than nothing to the life of the tree. Colonel Parker's great battles were always for the children; for them the best was not too good, and the mediocre was to be tolerated only so long as the best was not to be had.

Storms at the Chicago Normal School.

A fierce battle began and continued for several years. The climax was reached when Colonel Parker's enemies on the school board proposed to discontinue the school and save Cook county \$40,000 a year. Then the people of Englewood came together in mass meeting and expressed themselves. They said they did not intend to have this persecution of the school they were learning to value, go on. The school stood.

With the exception of annual attempts to cut Colonel Parker's salary, to reduce the appropriation, to refuse necessary repairs and alterations, and pitched battles over every new teacher added to the faculty and every new department opened, the school went on fairly prosperously, increasing its classes and its efficiency, and be-

coming more and more famous thruout the educational world, until, in 1896, the Cook county commissioners announced that they could not afford to support it any longer, and offered it as a gift to the city of Chicago.

The city, in its rapid growth, had indeed been steadily narrowing the limits and the income of the county outside of the city. Englewood, originally a suburb, was now a closely built section of Chicago proper. It was true that the school was really within the city limits, was educating the children of the city, and ought to belong to and be supported by the city. Nevertheless, a spiteful but very influential politician on the Chicago board of education advised strongly against the acceptance of the gift and succeeded in turning the majority of members against the acceptance of the gift. Then the county commissioners said if the city would not support the school it should not be supported at all, and to make their statement good, refused to pay any salaries or any money for running expenses after January 1, 1897. From that date until June 1897, the teachers went entirely without pay, and they and a few devoted friends

and a daughter-in-law of the American statesman, James G. Blaine. Mrs. Blaine had been for years a warm friend of Colonel and Mrs. Parker, and had often watched with pain the difficulties that beset the path of the normal school. Believing thoroly in the ideas there set forth, she determined to found a school wherein they could have untrammelled expression. She had urged the plan upon the Colonel for several years before he finally consented, and then it was largely because he wanted to make the most of what he felt were his few remaining years of activity, and to leave a realized concrete ideal to influence future generations. To do this, he felt he must work swiftly, and with as little waste of energy as possible.

But this great opportunity came to him, as had all his opportunities, mixed with keenest pain, for that summer his wife, who had been heart and soul with him in his work, died, but not before she knew somewhat of the great plans he was forming. The work into which the lonely man had to plunge at once was his best friend, and, together with the habit of years, helped him to sink himself and his sorrow in wholesome labor for others.

Faculty and Equipment of Chicago Institute.

The teachers who had worked so faithfully with him that his ideals were theirs and theirs were his, he took with him to the new school. Twenty out of the thirty-three teachers at the normal resigned soon after the Colonel and accepted positions in the new school. Altho this was not yet built, they were put at once upon liberal salaries, and sent all over the world, each one to perfect himself in his specialty in that place which would offer him the best advantages. In the meantime, a tract of ground was bought for \$425,000, and an architect set to work at once on plans for a model school building, with gymnasiums, laboratories, and museums.

The Chicago Institute consists in the main of two divisions, an academic department, comprising all grades from the kindergarten thru the high school, and two years of college work called the Junior college; and a pedagogic school fitting teachers for kindergarten, elementary, and scientific schools, besides offering facilities for the training of specialists in the various departments.

The ideal which he had struggled for, bled for, lived for, and which he was about to see realized at the close of his faithful and strenuous life, was the ideal of character-building as the true aim of education, as contrasting with knowledge-getting as the false, but hitherto predominant aim.

Convinced that character can only be made in freedom, and that knowledge which does not bear fruit in service to others is barren knowledge and will sooner or later wither and die, he proclaimed the principle that education should be for citizenship; that the school should be an ideal community, and that every child should, to the best of his ability, exercise the functions of citizenship.

Seldom had it been given to man so nearly to realize his own ideal of work and of his own fitness for it. As one looks over his life, it is plain that as his abilities increased, so did his opportunities. Even his struggles had the effect of interesting thousands where otherwise only hundreds would have responded to his enthusiasm; it made zealous converts out of friends, and induced many to live up to ideals which otherwise might have remained in the attic of the mind, high but useless. As for his personal fitness for his work, few who knew his conception of the sort of person who should be the teacher of teachers can doubt that it was also given him in large measure to realize this inmost ideal. As he said:

"The teacher of teachers should be a great teacher in every sense of the word. He should be an earnest, devoted, open-minded student of education, with unbounded faith in possibilities; a person of marked wisdom, ready to abandon the useless and adopt the useful; one not chained by prejudice, nor controlled by caprice; a person who 'inherits the earth' thru



As Principal of the Cook County Normal School.

met the necessary expenses of the school out of their private pockets. In many cases this meant great personal hardship, to which was added temptation. For the fame of the normal school faculty, carefully chosen and trained, tried in all manner of storm and stress, had gone abroad over the land, and offers from schools and colleges all over the United States, Canada, and Great Britain came pouring in. To the everlasting honor of those devoted teachers, not one wavered in his loyalty.

After six months of unceasing agitation, of plot and counter-plot, in which it finally came to be clear that the educational and right-minded forces of Chicago were solidly in favor of Colonel Parker and his school, the city took over the normal, paid all back bills, and found a pride in having a great training school from which to draw its teachers. But the petty annoyances continued without interruption till June, 1899, when the Colonel suddenly resigned the principalship of the school in order to take control of the richly endowed Chicago Institute of Pedagogy.

This school for the training of teachers was founded and endowed by Mrs. Emmons Blaine, a daughter of Cyrus McCormick, a well-known and public-spirited Chicagoan, who at his death bequeathed her a fortune;

meekness and willingness to listen and understand, and who has, at the same time, the firmness and courage to withstand wrong public opinion and personal influence. The one thing above all by which the teacher of teachers exerts a powerful influence is the spirit in which he works. If he betrays a genuine hunger and thirst after righteousness, if he shows meekness and openness, and an overmastering love for children and all mankind, then his spirit passes over to his students, and inspires them to the best work of which they are capable."

In these words we have the man as he communed with his own soul, and unconsciously painted himself as, in spite of all surface contradictions, he really was.



As School Supervisor at Boston.

Colonel Parker came from Quincy to Boston, as supervisor of schools in 1880, and remained nearly three years. In this city he could not do his best work. Neither education nor experience had fitted him for the position as "assistant." He must lead the educational forces here or seek other fields of labor. He could not serve in the ranks. Conditions he could not change. Inefficient teachers he could not dismiss. The school organization was beyond his control. Neither his mode of thought nor his impulsive temperament qualified him for successful work with men who, for many years, had controlled the educational interests of the city, and who had no thought of resigning their control. He struggled manfully, but his success here must be measured, mainly, by his power to inspire teachers to more thoughtful work.

Colonel Parker always went to the very heart of the business in which he was engaged. "The school," he said, "was for the child." "Natural rather than artificial methods must be employed." "The teacher must be in love with children and in sympathy with their work." "Motherly tenderness must outweigh all scholastic equipment." "Given these, the school will make men and women that will exalt a nation."

Colonel Parker may have fallen short of our ideals of a school administrator, but he inspired to better work all along the line. To have succeeded at his one point of attack is sufficient glory for one life. He filled his niche in the world's gallery of heroes, and he filled it well. All honor to the man who consecrated his life to the work of a true teacher.

ROBERT C. METCALF,
Supervisor of Schools.

Boston.

As Normal School Principal.

He was a kind old man, who has gone from among us: A warrior once, a fighter always, but most of all a kind old man.

He was leonine from every view. Loved by a host who knew the pulse of his quick, warm blood. Decried by a few who had never crossed his school threshold, those who can weigh a book without the reading.

His educational theory was the simplest possible. It was the belief in immediate necessity and immediate use. It proposed that the child acquire the thing he needed next instead of that he might need in a conjectural future. It is the law of life. It is quite in harmony with Dewey's phrasing—"The school is not a preparation for life. It is life." And this, after all the hairs are split, and split again, is the real essential of the new education.

It was a wonderful school—that one at Normal Park. Some six hundred souls, from the child of six to the white haired student of sixty, gathered from all parts of the Union and from foreign lands, all drinking at the same fountain. All joined in the same family, which had no law save the family law of each for all. Each striving his best, driven by no goad or lash save enthusiasm and the glimpse of an ideal. Consecrating the rookery which housed them until it stood forth more desirable than the palaces of kings.

The Colonel's monument is already built. It has grown, thru the days and years in his people's hearts. His natural portion was joy and his laugh was always

at the verge. He believed in happiness as the right condition of child and adult. He bore no man malice, nor could. The Colonel was built in a large mold, and malice is small. He upraised the young and sent them on in a strong faith. He is loved as far as the waters stand apart.

His magnificent power lay peculiarly in the personal relation. The print was cold and could not speak for him. Those who knew only his books are wide abysses from an acquaintance with Colonel Parker and wide abysses from right or ability to pass judgment on his work.

The politicians hated him, for his orchards bore them no fruit; hated him the more because he met their strategies with a strength greater than theirs; the strength of the people in mass meeting.

Colonel Parker is gone. There is no room for a tear save for the love of old days. His fight was well fought. His life was well rounded out. His later years were fittingly crowned with the honor which might appropriately have come before.

In fit sobriety let us go our various ways and ponder well this noble man. We shall meet a multitude of human kind but never know his like again.

San Francisco Normal School. WALTER J. KENYON.

Not the least proof of his greatness is to be found in the kind of faculty which he has brought together for his school and held together for so many years. In the first place, they have distinguished themselves by an energy and interest in education that are very unusual. They have also borne a relationship to each other that is very uncommon in the normal school. For all of them have identified themselves directly with the practice school, so that there has not been in that institution an academic department isolated from instruction of children. The faculty has further distinguished itself by its large number of valuable publications. Altogether the Chicago normal school, under the control of Colonel Parker, was probably the most progressive normal school in the United States.

Teachers College, New York.

FRANK MCMURRY.

As a Man.

In the many eulogies pronounced by school people on the life and character of the late Colonel Parker, I have noticed that two very striking characteristics are often omitted, and they are his manliness and enthusiasm.

The Colonel's great size, and his gruff, good-humored manner were a standing rebuke to those timid souls who seem to think that the schoolmaster should be a shy, shrinking, self-abnegating shadow of a man who is afraid to call his soul his own. There was an amount of courageous masculinity and eager virility about the great educator that was positively refreshing. Personally I have known Mr. Parker some fifteen years, and I am pained to say that I have often, in fact, very often disagreed with him, but I have always felt as did Kipling in regard to the Californian that he did not like: "Waugh! After all he is a MAN!" Colonel Parker was emphatically a MAN, and it is precisely the manliness of the man that endears him to those who were unable to agree with his views of school work.

Parker's ability to arouse enthusiasm in his auditors was closely akin to that of Wendell Phillips, whom I heard in my early youth, tho Phillips was the more polished speaker. Parker's tones when at his best, were very much like George William Curtis' when in the full swing of an oration. Undoubtedly if he had gone into law and politics instead of school work and had spoken on subjects that the average man is profoundly interested in, he would have ranked in popular estimation as one of the great orators of America. He spoke well because he felt keenly. To those of us who have worn the harness for a score of years it has been a perpetual marvel that he retained his enthusiasm so well.

Chicago.

PRIN. E. L. C. MORSE.

A Letter from Amos M. Kellogg.

It will not be possible for me to express adequately the obligations I am under to Colonel Parker. It is quite easy for a man to acquire a fair acquaintance with the usual branches of knowledge and set himself up as a teacher; it is quite another thing to understand the child and how the world, human civilization, and his own nature operate to cause him to understand himself. A very few teachers regard education from the standpoint of science; it was doing this that differentiated Col. Parker from other laborers in the educational field.

I cannot at this distance give the date on which I first heard that an unusual work was going on in the schools of Quincy, Mass., a village I had never heard of before. I think it must have been in 1878 that Prof. John Murphy, of Fishkill-on-the-Hudson, proposed to visit Quincy with a secretary and describe for THE SCHOOL JOURNAL what was found to be notable. The several articles prepared by him attracted immediate attention. Prof. Johonnot, then giving instruction in the New York state institute, pasted them in a blank book and made them the basis of his lectures; they were widely read at institutes in the West and aroused a profound interest.

Col. Parker was engaged to lecture before the Martha's Vineyard summer school in the summer of 1879 (I think), and a large number of earnest people assembled to hear him; in company with Superintendent Rickoff I went thither to listen to this John the Baptist in education. He certainly more than met the expectations of his audience. The lectures he there delivered appeared in that small but remarkable book entitled "Talks on Teaching," of which Dr. William T. Harris says, "It is like gold."

Col. Parker was invited by the Boston school board to become an assistant superintendent and I determined to attempt to comprehend his philosophy, so to speak, and for this purpose spent a month in Boston, being in his rooms almost every afternoon and evening. Thus I came to know the man intimately and got a partial grasp, at all events, of his ideas.

I was struck with the difference between him and all other educators I had met. As with Pestalozzi, education was regarded by him as an organic or natural process which the teacher promoted. I, undoubtedly, seemed a very dull pupil; he used many unusual terms; the ordinary terminology of teachers was discarded; he looked at the child largely; reading, writing, computation were incidental matters, and only a few of the means to be employed in education. Afterwards on his removal to Chicago to become the principal of the Cook County Normal school. I visited him again spending an entire month in observing and studying his methods and ideas; at several other times I spent a week with him taking up some special points that seemed obscure. I listened to the remarkable lectures he delivered at Chautauqua, which were reported in shorthand by a most accomplished reporter, and were published in the volume entitled "Talks on Pedagogy."

It may be thought that with all these opportunities I would say I completely comprehended Col. Parker, but this is not the case; I but partially understood him. He was a man of deep intuitions relating to education; he felt rather than saw concerning the educational process, and could not always state himself with exactness and clearness. It seemed to me that his accomplished wife understood him better than anybody else. He gathered about him a devoted band of disciples in the Cook county normal schools, and to them he was a fountain of light into which they dipped their torches and went away holding them aloft. One would reflect a certain quality in the man, another quite a different one, and yet all did not exhaust him. I am sure that each and all who were his assistant teachers consider it to be a fortunate event in their lives. Colonel Parker needed to be interpreted, and all could not do this; hence there were dissatisfied pupils in the school. It is

possible that he was not always able to give a reason for his intuition.

The persons less pleased with his lectures were the cut-and-dried superintendents and principals. They expected him to point out some short methods of teaching the usual studies; they had not yet discovered the child to be a many-sided being and that the true teacher must minister to all his needs. He had no ill-feeling for those who differed with him. On one occasion a clergyman said to the Colonel's students that religion had no place in the school. Colonel Parker rose instantly and said, "There will never be a time when religion does not belong to the school and make an essential part of it; it will be a sorry day for this country when this is not the case." But all know he was not a sectarian. He considered the problem to be, "How does God teach us?" "Find it out," he would say, "and imitate it as nearly as possible." I always considered Colonel Parker a broadly religious man. His affection for children was perpetually showing itself; that led him to be a teacher.

After careful reflection I deliberately conclude that no one in this country in this last half of the last century has influenced education so profoundly as Francis W. Parker. During the few years of an earnest life David P. Page deeply impressed the teachers of the state of New York, but it was mainly in the direction of earnestness; he had not struck out an educational system. This was attempted by Colonel Parker; he aimed at the teacher in the lowest and highest positions; he aimed to interpret child growth to teacher and parents. If he left the problem incompletely solved it was not for want of labor, study, and consecration.

Colonel Parker's death was a great grief to me. I had for him not only great admiration but positive affection, and I shall not hope to measure the influence that he had over me. I believe that the estimate of him given in THE SCHOOL JOURNAL of March 8 and 15 is correct, and that time will show its correctness. He was the voice of one crying in the educational wilderness of deadness, of stupidity, of machine methods.

It was my good fortune to come under the influence of Colonel Parker the summer before I began my work as superintendent of the schools at Asheville, N. C. I shall never forget the effect on me of his first talk at the Cook County normal summer school session. Did not my heart burn within me as I listened to him? Those morning lectures were the most inspiring I have ever heard, and I resolved, after hearing him, never under any circumstances to make the slightest compromise with any man or measure that would affect the welfare of the children under my care. In many a hard battle with ignorant conditions and selfish interests Colonel Parker's example and burning words came to me like an inspiration. I have kept that resolve, and I have him to thank for it; and I have found out what every school man in the South should find out: that the best way to win a fight for the children is to take Colonel Parker's ideas and stand up for them tho one starve for it. In nine cases out of ten the teacher that does it will win the battle.

I have no patience with those who criticised Colonel Parker because they could not agree with him. This is a sure indication of a small mind and a narrow soul.

No wonder he made enemies! His whole life was a great, aggressive fight for the unhampered development of the child. He stirred the waters of stagnation as no other man in America has done, with the possible exception of Horace Mann.

Tens of thousands of children are happier to-day because he lived. I grieve that he is gone. The very presence of the old warrior was an inspiration to those who have determined that the central idea and the only idea in the school-room must be the child for whom alone the school-room has any right of being.

Southern Educational Board. J. D. EGGLESTON, JR.

Parker as a Regenerating Force In American Education.

Tributes by WILLIAM T. HARRIS, U. S. Commissioner of Education; NICHOLAS MURRAY BUTLER, president of Columbia University; ANDREW S. DRAPER, president of Illinois State University; WILLIAM R. HARPER, president of Chicago University; JOHN W. COOK, president of Northern Illinois State Normal School; JOHN DEWEY, dean of the department of philosophy in Chicago University; W. N. HAILMAN, superintendent of Schools at Dayton, Ohio; WILBUR S. JACKMAN, dean of the Chicago University School of Education; MR. H. THISELTON MARK, principal of Owens College, Manchester, England; HAMILTON W. MARIE, associate editor of *The Outlook*; FRANK A. HILL, secretary of Massachusetts State Board of Education; EDWIN P. SEAVER, superintendent of the schools of Boston; WILLIAM H. MAXWELL, superintendent of New York City schools; PROFESSOR L. SEELEY, State Normal School of New Jersey; PROFESSOR WILL S. MONROE, State Normal School at Westfield, Mass.

Teaching Made an Art.

This is the conservative, philosophic estimate which United States Commissioner William T. Harris places as a wreath upon Colonel Parker's grave:

I received the announcement of the death of Colonel Parker with deep sorrow. For more than twenty years I have regarded him as an educational hero devoted enthusiastically to the improvement of methods of teaching and management of the elementary schools. His mind was very fertile in resources and he could discover better than any one else the best devices with which to secure self-activity on the part of the pupils. He could help other teachers to make teaching a work of art. Thousands have been able to lay aside those methods which make the labor of the school-room a piece of drudgery and make their daily work a constant joy to themselves and to their pupils. Children learned how to bring to the study of their lessons all that they had learned by experience, and how to interpret that experience by the principles which they learned to know thru their school lessons.

Colonel Parker impressed one by his noble and friendly attitude. His constant endeavor was to improve methods and appliances and make them better than they are. Few persons could see him without catching some inspiration from his enthusiasm. I think that tens of thousands of teachers thruout the United States thought of him almost from day to day with gratitude for something that they had received from him that made life better worth living. On account of his personal character he will not merely be remembered as a great reformer in education, but his death will be mourned by those who remember his life with affection. His good work will live on and bless generations of children yet to come. It will make the work of teaching less a matter of drudgery for teacher and pupil; more that of an artist on the one hand and that of enthusiastic discipleship on the other.

Faith in Democracy and Childhood.

Pres. Nicholas Murray Butler, of Columbia University, writes:

I am shocked beyond expression at the news of the death of Colonel Parker, a friend of many years, and one whose strong, virile personality had won its way deep into the hearts of thousands of the men and women of America. The whole history of American education has never seen purer idealism or more sincere devotion than Colonel Parker's. He believed in democracy with all the fervor of his nature, and his love for the child and childhood knew no limits. As a great inspiring force who was impatient of artificial trammels and of formulas when life and spirit were at stake, he has had no equal in our public school service. His heroism in the school-room will be vividly remembered long after his unselfish service to his country on the field of battle has faded into history. His death is, to me, a deep personal loss, and I sympathize profoundly with his friends and associates of many years, who have labored with him for as lofty an ideal as has ever been conceived by the human mind, namely, the ideal of a free and educated democracy.

Brought Gospel of Liberty.

Prin. H. Thiselton Mark, of Owens college, Manchester, England, writes in his noteworthy book on "Individuality and the Moral Aim in American Education:—

The gospel of liberty for child and teacher may be said to have its headquarters in Colonel Parker.

A Lover of Children.

Dr. William R. Harper, president of the University of Chicago, points out some of the predominant traits of character in the departed prophet of the new education in these words:

His love for children was extraordinary, and this single factor controlled his thinking and his life. Nor was it love for children in the abstract. The satisfaction with which he studied the growth and development of a particular child, the interest manifested in each individual, were the truest expression of the joy and gladness which seemed to fill his soul in its close communion with child life. These, at all events, were some of the strong peculiarities of this, our friend, who has been taken from us.

I can see him now, as he sits with his hands crossed, listening with supreme delight to the expressions of child thought, one following the other, each illustrating some phase of the child nature. I can hear him now, speaking strongly and enthusiastically of the possibilities of child work; of the greatness and nobility of the profession of child culture.

He was a man of superb idealism, unmindful of the present provided that there seemed to be promise of a greater future; never moved by motives of expediency but holding out before himself as well as those associated with him, a high and splendid ideal towards the realization of which he made the most earnest effort.

A Loyal Fighter for Humanity.

Prof. John Dewey, of the University of Chicago, who will probably succeed Colonel Parker as head of the Chicago Institute, writes:

Education in the sphere of the common public schools has had two great leaders: Horace Mann and F. W. Parker. Both came at periods when a leader was necessary. In Horace Mann's day public school education was chaotic and in the true democratic sense of the term practically non-existent. His intellectual insight, enthusiasm, and executive force brought about a revolution in a single generation. Colonel Parker came when the idea of the common schools had received universal recognition; but there was little social enthusiasm, little moral idealism, embodied in the system. The external machinery was there, but it needed to be taken possession of by the spirit of life. It was Colonel Parker more than any other one man who insisted that the magnificent machinery which American democracy had created should also be made effective for the moral aims of democracy. The timeliness of his work is evidenced by his success. The proposal of means and ends twenty-five years ago, made Quincy a storm center in education and aroused ridicule all over the country. Now they are practically taken for granted, so far at least as their general spirit is concerned, in all of the better schools of the country. Colonel Parker had a magnificent faith in the child and in the community. His aggressiveness sprang from this faith. The event has justified him as it rebukes the time servers and preachers of expediency who are ready to compromise ultimate ends by cowardly surrender to the pressure of the moment. Colonel Parker was a loyal and devoted soldier in the battle of humanity for growth and freedom.

Growing Reverence for Childhood.

Supt. W. N. Hailman, of Dayton, Ohio, whose own work has been a strong factor in advancing the cause of the new education, says:

In Colonel Parker, the children of this country lose one of their warmest friends, and educational progress one of its most forceful advocates. I know of no man who has done more than Colonel Parker to arouse the people and the teachers of our country to a true estimate of their responsibility in matters of education, and to clear the way out of the jungles of medievalism into the open fields of rational practical education.

His translucent sincerity of purpose, his manly earnestness, his clear grasp of the situation, his unflinching vigor and exhaustless resourcefulness compelled conversion and following wherever he spoke or worked. The conviction that spread from his lips was due neither to the glamor of high official position nor to the affectation of erudition, but simply and wholly to the prophetic eloquence of a man to whom a rare genius had revealed the light of truth.

We owe much to Colonel Parker and much that we shall never lose. The growing reverence for childhood in the work of the school, the steady expansion of its interests, the recognition of the child's immediate purposes as a valid factor in the work of education, the consequent respect for individuality, the love that feeds the soul and opens the mind, the liberation of the hand as a distinctive creative organ, the cultivation of the esthetic sense and the consequent strengthening of moral attitude on the part of children,—all these and many other things that are blessing the schools of the day are largely due to Colonel Parker's convincing initiative.

I sincerely hope that the profession will find some way to honor permanently the memory of this pioneer of educational advance, and to keep alive in its work the spirit which animated him.

The Sacredness of Teaching.

Dr. John W. Cook, president of the Northern Illinois state normal school, who was a close personal friend of Colonel Parker's, who knew the great leader's work for many years, and who was with him shortly before his death, pays this beautiful tribute:

Francis Wayland Parker is the most unique and original personality that has been prominently identified with popular education since the days of Pestalozzi. In many ways he bore a striking resemblance to the great Swiss reformer. There was the same freedom from the fetters of tradition, the same passionate and unfaltering devotion to an ideal, the same worshipful attitude toward a little child. Their aims were substantially the same, and if Pestalozzi had only possessed his genius for leadership the pathetic story of the closing years at Yverdon would never have been written, and the auspicious beginnings of popular education in Europe that came with the opening of the nineteenth century would not so soon have suffered such disastrous defeat.

This great-hearted, fearless, self-sacrificing champion was forever shaming our lack of faith and our slavish dependence upon the past. He, more than anyone else, taught us to believe that in all the world there is no other task so sacred as to teach God's little ones, and that within the school-room's narrow rounds there is the amplest space for the fullest exercise of the rarest gifts of the most highly endowed men and women of any age or race.

He Broke Out New Roads.

Dr. Andrew S. Draper, president of University of Illinois, writes:

Colonel Parker made a distinct impression upon American education because he first presented to the intelligence of the country the unwisdom of mechanical methods in instruction. It is quite possible that his philosophy was not new, but he was the first American teacher who had the force of character to put it in opera-

tion in a prominent New England town and the accomplishments as a writer and speaker to command for it the attention of the country. He saw long before the great body of American teachers that children are not to be taught like dogs and parrots, by memorization, but by gaining their interest and starting their powers into activity. He was derided, but he commanded a hearing; he was opposed, but opposition made him more aggressive. He was extreme and intolerant, and the country never accepted his doctrines in their completeness, but in very large measure his contentions have come to be universally adopted. It could hardly have been so but for his aggressiveness and intolerance. He broke out new roads, and it could only be done by harsh and heavy implements. He was a ready writer, and an accomplished, even unique, public speaker. He was an inspiration, and a very welcome one, in all educational gatherings. Withal his was a genial spirit, a sympathetic nature. He made friends, even disciples, of his students, and the elements in his unusual character drew unto him all who came within his reach. His death is a loss to American education, but he has a place in our educational history, and it is secure. Half a million American teachers will be pained at the news of his death and would like the sad privilege of laying a flower upon his bier.

Genuine Effort to Get at the Substance of Things.

Secretary Frank A. Hill, of the Massachusetts State Board of Education, writes:

The schools of the country are indebted to Colonel Parker for a unique service. He did not, indeed, discover any principles in education that were not previously known; but he gave a splendid vitality to some precious things that were familiar enough to the thinkers, but had not seriously affected the teaching in many of our schools. He was a foe to formalism, to repression, to artificiality, to the desperate struggles of the schools to square their children with external academic standards. He was a friend of natural methods, of freedom and artlessness in the child, and of the policy of letting the child's tastes largely influence the teacher's instruction. He had faith in human nature, loved to dwell upon its brighter sides, and believed that wonders could be worked with it, if it were rightly approached and properly respected. That was a questionable school, in his thought, which was not a workshop of interest and joy. General conceptions of this sort he presented with an enthusiasm that was remarkable for its intensity and persistency. If it ever became a reduced, qualified, and tame sort of enthusiasm, then the real Colonel Parker was missing from it. There was a far-reaching contagion in this enthusiasm; but it might not have led to noticeable accomplishment had not teachers in general proved to be abler practical exponents of Colonel Parker's views than it was possible for Colonel Parker himself to be. He was like the whetstone of Isocrates,—he could not himself cut, but he could make others do so.

I knew Colonel Parker best in his Quincy days. The schools of that town under his supervision suddenly became famous. This was partly because the school committee gave the new superintendent an unusual measure of authority with the idea of holding him fully responsible for the use he made of it; partly because of the eminence of the chairman of the school committee and of the general interest in his advanced views relative to the sort of work a superintendent should do; and partly because of the impetuous ardor, the exhilarating freshness of view, the iconoclastic spirit of the new superintendent. And so all thru his Quincy career there flowed a tide of visitors toward Quincy to see for themselves what was doing there in the shattering of old idols and the setting up of new deities.

It mattered little that visitors saw no new principles illustrated there; that they claimed that they them-

selves had been doing for years what Quincy thought was new; that other places were believed to be as successful in Quincy's methods as Quincy herself, but without making so much ado about it; that they discovered, in short, no valid reason after all for this Quincy stir. But all the same, as a matter of stubborn fact, Quincy continued during Colonel Parker's reign to hold its fame as a center of educational interest and as a Mecca for educational pilgrims. Was there crude work? Was there a lack of system? Were there go-as-you-please notions? If there were these things, there was also observation, there was thinking, there was the free expression of self, there was interest, there was a genuine effort for that substance of things in thought and action which is the true basis for all school refining and polishing processes. Given something worthy to express, something the child is interested to express, and then for the first time the form of expression becomes interesting, and it becomes natural and pleasurable to improve it. Colonel Parker's mission, in brief, was to reverse the sleepy practice of dealing primarily with the mere form or outside of things rather than with the substance or inside of things. To effect this reversal the sleepers had to be awakened.

Just how far the future will regard Colonel Parker cannot easily be foreseen. His great, warm-hearted nature, his sublime faith in the doctrine he preached, his intensity of feeling and expression, his fiery eloquence,—these things will in time grow dim; and when there are no survivors to tell the story of such things, and the only record of the story is to be found in the cold, conventional account of some cyclopedia, a large part of this interesting personality will have disappeared beyond the possibility of recovery and full appreciation. But the grander views for which, more than any single person in this country, he forced a hearing are better known and respected because of his having lived. These views were all in the books beforehand, but Colonel Parker got them out of their repose into the thoughts of the teachers and the practice of the schools. It is something for a man's work to live, tho the worker sinks ultimately from view. Colonel Parker is reasonably sure of something more than this,—how much more none of us are qualified now to say.

An Educational Leader with a High Mission.

Mr. Edwin P. Seaver, superintendent of the Boston schools, has had unusual opportunities for observing Colonel Parker's educational work in New England, especially as a member of the Boston board of school supervisors. He says:

The death of Francis W. Parker closes prematurely as we cannot but feel, the career of a most remarkable man. For a quarter of a century he has been one of the most conspicuous, strenuous, independent, and picturesque personalities among the leaders of American education. He was a man conscious of having a high mission to perform—a mission which he had accepted with his whole soul, and to which he dedicated with growing fervor each succeeding year of his life. This brought him into frequent misunderstandings and ceaseless contention. His friends did not always understand him—perhaps he did not always fully understand himself, being carried beyond himself at times by his intense enthusiasm—but his adversaries thought they understood him, and were filled with alarm at the havoc he wrought amongst their cherished ideas and beliefs.

He preached with all the burning zeal of a crusader the deliverance of education from the bonds of tradition, formalism, pedantry, routine, and sham. He shocked people by pointing out to them that they were under these bonds. He placed the living teacher above all systems, organizations, rules, or methods; and declared that true teaching is and of necessity must be free, spontaneous, and inspired. Courses of study, standards of acquirement, examinations, marks, promotions, and all the machinery of graded schools were, in his view,

only so many obstacles in the way of true teaching, and did not contribute to true education. He saw education springing only from the vitalizing contact between the mind of the teacher and the mind of the scholar—not at all from this or that kind of knowledge, however much of it might have been acquired or however well it might be remembered. The soul of the child was above all things precious, the only center of interest for the true teacher; and in "child-study," so called, lay all hope for the future improvement of education.

In action, Colonel Parker was no less earnest and uncompromising than he was in thought and speech. He was a valiant iconoclast. He may have accepted evolution as a theory, but he was impatient at the slowness of its processes, and he wished to force things. He was willing to tear down the old before the new was ready to take its place.

In his denunciation of inveterate errors and abuses, Colonel Parker was powerfully convincing, while in his vision of the good things to come he was inspiring. Hence he held the attention of the great audience of those who, without exactly knowing why, are dissatisfied with the present state of education and earnestly desire better things. He was their accepted prophet.

It has been said that his work was less constructive than that of some others, and this may be admitted, if the admission be not pressed too far.

It is true that he did not excel in matters of organization and administration. He trusted over much to independent leaderships, and failed to understand the value of good team work. He was never able himself to work in a team. But there is another aspect in which his work must be regarded as splendidly constructive. No man has ever surpassed him in his power to form and inspire young teachers. He could put a timid young girl so in possession of herself that she could take her place before a class and succeed where otherwise failure had been inevitable. His influence in this way seemed almost hypnotic. Many a woman can look back to this personal influence of his as the efficient cause of her first success in teaching. There are men, too, who, under the spell of this same influence, started upon careers in which they have since won distinction. It was this remarkable formative influence of his over teachers which, more than anything else, made the Quincy Method famous all over the country. He used to deny that there was a Quincy Method; and in a sense he was right; but it may be said that he had in himself the Quincy Method.

It was because Colonel Parker had this remarkable power in training, guiding, and inspiring young teachers, that he chose wisely when, being offered at the same time the superintendency of schools in a large city and the principalship of the Cook County normal school, he preferred the latter. In this school, which soon acquired a national reputation and drew teachers and pupils from all parts of the country, his many controversies did not prevent his doing good, constructive work, which has not gone unrecognized. It was quite characteristic of him to say, when at last his adversaries had driven him out of the normal school, that he proposed to remain in Chicago, "the storm-center of education in this country," as he described it, and there, if possible to finish his work.

And there, in that "storm center," came his final triumph. His work was not allowed to cease. There was established for him a teachers' training school of a larger and higher type than any before known in this country. It may be described as a grand synthesis of all his cherished ideals. Altho it has since become a department of Chicago university, he has still been its head, and his has been its indwelling and guiding spirit. The school is certainly unfortunate in losing thus early its inspiring chief; and we could wish that he might have been spared some years longer to enjoy in tranquillity the realization of his ideals; but we may trust that his spirit will abide among those who have been left to carry on his work.

Vitalized Education.

In an editorial review of Colonel Parker's life in the *Outlook*, Mr. Hamilton W. Mabie writes:

Above all, Colonel Parker has given American education an impetus which has perceptibly moved it forward. He came at a period of widespread educational complacency, of national self-satisfaction in educational methods, and he made short work of that self-satisfaction. He was a radical and a reformer to whom the old educational complacency was an abomination. Against the old mechanical methods he set the new spirit; the teacher was not "to hear recitations," but to vitalize his pupils.

We have many captains of industry; Colonel Parker was a captain of education—a man of heroic life and spirit; soldier, student, teacher, leader, administrator, and thinker, and in every aspect of his life resolute, courageous, daring, vital. He hated formalism and loved freedom; he was the born enemy of pedantry, the born lover of knowledge. Such men are rare in any country; in this country their services are of peculiar value; they cannot be rewarded too generously during their lives nor honored too greatly after they are gone.

His Ideals and Achievements.

In a very interesting article contributed to the April *Review of Reviews*, Wilbur S. Jackman, associated with Colonel Parker for many years, writes:

The war waged upon Colonel Parker was not upon trifling details; it was upon the fundamentals in human life. Thru their instincts the politicians at least dimly foresaw the result upon their own ambition if childhood were to be allowed this sweet taste of freedom; hence they and all other manipulators of men fought him as for their lives.

Colonel Parker iterated again and again that nothing should be allowed to stand between an individual and success but himself. This brought him into immediate conflict with superintendents, boards of education, political machine men, and with the whole fraternity of axe-grinding time-servers that infest the earth. To the teachers who stood behind the walls which he with sleepless vigilance patrolled, he presented a totally different aspect. Toward those who were trying to use the individual freedom which he strove to assure, no one could be more forbearing and patient. There was no work so raw or imperfect in which, if the teacher could demonstrate its alignment with law, he would not take the profoundest interest.

The surface test which he always applied in determining the social condition of the school at any time was that of genuine happiness, which the life of the place expressed. He felt that without happiness the best work was impossible, and, conversely, that actual work under normal conditions always resulted in happiness.

In order to cement still more closely the union of the home and school, for eighteen years or more Colonel Parker organized and conducted parents' meetings.

Among the first to introduce manual training in the grades, he followed this with all the "fads" as rapidly as he could secure instructors to give him the proper assistance. In the face of the bitterest opposition he toiled with boundless patience until drawing, painting, clay modeling, and making, all became established as integral parts of the curriculum, and he lived to see the day when the cry of "fads" was no longer heard in intelligent communities.

No less strong was the opposition which he encountered to his methods of teaching reading, writing, and number. It was his theory that these subjects could and should be taught under the impulse of intrinsic thought. He believed that, as modes of study and expression, they should be taught when the study of the central, or nutrient, subjects of nature and man demands their use, and his methods were based upon that belief. Consequently he rejected the idea that a set vocabulary must be acquired before a child should be allowed to read as a means of study. He also repudiated the notion that there must be the usual copy-book training in the draw-

ing of letters before the pupil be allowed to write. To carry out his method a printing press, established in the school and placed in charge of a practical printer, turned off, every year, hundreds of pages of reading matter for the children, which they themselves had derived from the different subjects studied.

After the day's work, settled comfortably within the depths of a great cushioned chair, with closed eyes, with the insight of a master, he reviewed again and again the entire work of the school. He was eternally going back for the principle that controlled the teacher's action, and woe betide the one who became weary in the search! The questions always were, "Are you headed right?" "Is it quality or quantity that you are after?" "Are you trying to cover ground or to develop character?" "What have you to think about except the present needs of the growing child?"

Behind the work of Colonel Parker lay the great background of his personal character. His dominating passion was his love for little children, and in his treatment of them he was infinitely tender and forbearing.

Contributions to Pedagogical Literature.

Readers of this journal need not be reminded that Colonel Francis W. Parker stood for all that was best in the lives of educational reformers and the writings of the spiritual fathers that beget us. And many teachers thruout our land will bring to the memory of this distinguished American educator a meed of gratitude for stimulus and inspiration to know more of the men and literature constituting our pedagogical ancestry.

In *THE SCHOOL JOURNAL* and *The Teachers' Institute* back in the early eighties, Colonel Parker, with his characteristically forceful way of putting things, gave some most judicious lists of pedagogical books and some most valuable hints for the use of the same. In the December (1884) supplement of his all too brief *Practical Teacher* was published a select list of pedagogical books with characteristic estimates of the same. No better brief list of books has ever come to my notice. The Colonel himself was widely read in the literature of education and he had an abiding faith in lifting the teaching craft to the professional rank. The most important step, as he saw it, was for each and every teacher to acquire a select pedagogical library and become familiar with the genesis and application of educational ideas.

His own contributions to the literature of education include:

(1) *Talks on Teaching*. New York: E. L. Kellogg & Co., 1885. pp. 182. This book continues to be our most useful hand book on methods of teaching elementary school subjects.

(2) *Talks on Pedagogics: an Outline of the Theory of Concentration*. New York: E. L. Kellogg & Co., 1894. pp. 491.

(3) *How to Study Geography*. New York: D. Appleton & Co., 1889. pp. 400.

(4) Several tracts for teachers during his superintendency at Quincy—the most noteworthy being those on spelling, number, and form.

(5) He edited the American edition of Tate's *Philosophy of Education*. Syracuse: C. W. Bardeen, 1884. pp. 330. For this he prepared a thoroly stimulating introduction.

(6) From September 1884 to April 1885 he edited *The Practical Teacher*, the motto of which best characterizes this estimable review: "Honest investigation and a courageous application of the truth when found." The edition was so soon exhausted that in 1886, E. L. Kellogg & Co., of New York, republished the volume that it might be made available in the ordinary course of the book trade.

(7) Numerous articles and addresses that have appeared in *THE SCHOOL JOURNAL*, *Educational Review*, *Proceedings of the National Educational Association*, and other publications.

State Normal School, Westfield, Mass. WILL S. MONROE.

(See also page 391.)

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Equipment of a Principal's Office.

Principals' offices vary greatly in their equipment. Some have the barest possible furnishing, while others have all the conveniences of the modern business office. Among the latter class is the office of Dr. Edward W. Stitt, principal of Public School No. 89 at Lenox avenue and 134th street, New York city. It is a model of its kind and impresses the visitor with its beauty and perfection of arrangement. Dr. Stitt's personality is everywhere in evidence.

Perhaps this personality is best shown by the carefully-selected pictures which adorn the walls of the room, and which are the first things to attract the visitor or pupil. Not only are they appropriate and beautiful from an artistic point of view, but each one is symbolic of some uplifting thought. All have been especially selected for the inspiration which they unconsciously exert on pupil, teacher, and principal. Perhaps the most touching are framed pictures of President and Mrs. McKinley, between whom is a black-bordered card which reads:

"Mrs. McKinley acknowledges with grateful appreciation the tender expressions of sympathy extended to her in her sorrow.

"September, 1901. Canton, O."

This card was an acknowledgment of a telegram of sympathy and hope for the late president's recovery which was sent by the boys of Public School 89 to Mrs. McKinley during those days of suspense when her husband's life hung in the balance between life and death.

A picture of historical interest represents an episode in the lives of the pupils of the school and of Admiral Dewey, who is

an honorary member of 89. This contains several newspaper clippings and photographs. There is a letter sent to the school by Dewey from the Philippines, a clipping with the caption "Dewey Shot by Boy Photographers," and pictures showing a delegation from the school on board the flagship Olympia on the day the fleet returned from Manila. The photographs also show Admiral Dewey, Principal Stitt, and a magnificent floral horseshoe, which stood as high as a man, and which the school presented to the admiral. In the ante room are pictures of the various rulers of the world. Leopold II, king of Belgium, presented a picture of himself to the school in March, 1901.

A facsimile of a certified check for \$27,907 signed by President O'Brien and sent for the relief of the Galveston sufferers serves a two-fold purpose—to inculcate the principles of charity and to serve as a practical example of what a check really is. A picture of the Empire State express is given a conspicuous place that lazy boys may be told to emulate its record for speed. Pictures of various pupils who have distinguished themselves are also to be seen—the Century club, composed of pupils attaining a high standard of scholarship; last year's baseball team of the school; pictures of class presidents, who are supposed to preserve order when the teacher is away; medal winners at athletic games; and the color guard. Each Friday the guard carries into the school a fine silk American flag presented by Alexander Hamilton post, G. A. R., of Harlem. The boys are in appropriate costumes and carry either flags or the school colors—white and blue. A salute to "Old Glory" is included in the exercises.

A plan that has worked well in securing regular attendance is represented by a shield bearing the figures 89 in monogram and a number of varied colored ribbons, each of which represents a class which has had the highest per cent. of attendance for one week. The class having the largest number of ribbons at the end of the term of twenty-one weeks becomes the possessor of a beautiful silk banner in the form of a shield, the lower part of red and white stripes, the upper represent-

ing stars on a blue background. Mr. John J. Conway's class of forty-five boys were neither tardy nor absent for sixty-six consecutive days last term and won the prize shield. It is likely to remain with this class, as it has at present the highest standing; but the competition of other classes is close.

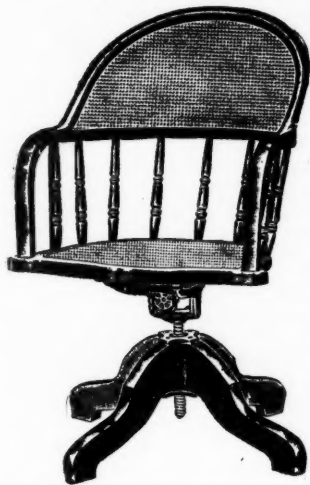
A reward for good behavior is a lucky penny of "dear old 89."

Several original pictures by students and graduates of the school are noticeable. One of these is an oil painting, excellently handled, portraying flags of the school colors and the pledge of allegiance, united with the monogram 89. This was painted by John E. Ferdinand, Jr., a graduate who is the youngest American painter whose work has been accepted by the National Academy of Design. In the same cabinet with the foregoing is a silver loving cup, a trophy showing the success of 89 in relay races run against all the schools of the city. As the cup has been won twice, it is now the permanent property of the school. A Rugby football inscribed "Champions 89" is draped with the school colors, and shows that the boys are as proud of their physical prowess as of their proficiency in study.

Portraits of the last class Dr. Stitt taught before becoming a principal and his principal's license occupy places of honor in the room. Another source of inspiration to him are the photographs of his own two boys. They bring a pleasant touch of home life into the school routine and when the principal becomes weary of thinking about his thousand boys at school, he is refreshed and inspired anew by a glance at the pictured faces of his two sturdy, handsome boys at home.

Rules for correcting work are shown. Many of these are like those used in proofreading, and thus the pupils unconsciously become familiar with certain arbitrary signs which will be useful to many of them in after life, especially if they enter a business or professional career. Two stamps are used to facilitate the principal's work—"Much pleased," and "Not satisfactory; Edw. W. Stitt, principal." Boys sent to the principal for disorder or shirking work are always kept busy. A boy not taking music satisfactorily is given the same piece of music with which he failed, and is required to learn it and then copy it from memory. Others may be required to learn "The Landing of the Pilgrims," a selection from "Hiawatha," etc. In any event the principal endeavors to attend to them at once, no matter what other business is in hand so that they may return to their classes at the earliest possible moment.

Over the principal's desk is a frame containing a list of the English work, grade work, and supplementary reading, arrangement of class poems, and appreciative work, so that each teacher may become familiar with what the other teachers are doing and thus plan his work intelligently and in keeping with the general scheme. Dr. Stitt has also a bulletin con-



taining the assignment of teachers and the location of special instructors, the assignment of class work, etc. This bulletin has been found an excellent time saver.

The most noticeable piece of furniture in the room is a quartered oak, roll-top desk made by M. W. Gain & Son, of Boston. This contains a large number of compartments and drawers for filing away reports, etc. Besides the miscellaneous articles which are usually found on a principal's desk, there is a stuffed bird presented by an amateur taxidermist of the

school, also several specimens of coal, gold, and copper, and other nature curios.

A mimeograph is employed for rapidly making a large number of test papers, study questions, etc., which saves the pupil the time and labor of writing the questions himself. What is called the "Officers' Book" is among the desk equipment. This book is signed by the principal, teachers, the various class presidents, and vice-presidents, and passes into the archives of the school. If the class executives are removed from office for any reason, their names are scratched off. The book thus teaches the boys practical civics. The class officers are rewarded for their efforts in promoting the discipline of the school by being treated to various trips or excursions. The last of these trips was to the Hohenzollern, by invitation of the German consul, and the twenty-two representatives of the school had a most enjoyable time.

A large oak cabinet is used to preserve specimens of manual training work. Drawings are classified as to teachers and grades and are handy for inspection at all times. Another cabinet contains the written work of the school arranged as to grades and classes. This includes dictation, composition work, original drawings, etc.

The principal's library has been placed in a general room, where it is easy of access to all the teachers. It consists of two handsome bookcases with glass fronts, each containing about 300 volumes. Among these are the latest and also the standard works on pedagogy and the various branches of school work, books of reference, dictionaries, encyclopedias, etc.

A revolving chair, a plain pine table, and several small chairs complete the furnishing of the room.

The principal is kept in communication with all parts of the building by a system of electric buttons, levers, bells, and speaking tubes furnished by Zindars & Hunt, 127 Fifth avenue, New York. One of the levers, for instance, rings a bell in the playground as a signal for the pupils to assemble inside the school, there is a bell and speaking tube to communicate with the janitor, hall bells for each floor and a bell for each room in the building.

A fact worthy of notice is that a large majority of the equipment and supplies of principals' offices and, in fact, of all departments of New York schools, is made in the state prison. Superintendent Snyder says that the state prison not only furnishes supplies to the schools, but also the greater part of the equipment of the Board of Education building at 59th street and Park avenue. The prison department of the state of New York issues an elaborate catalog of 113 pages which gives half tone pictures, descriptions, and price lists of the various articles. School supplies are manufactured at Sing Sing and Auburn prisons, principally at the latter institution.

THE SCHOOL JOURNAL is indebted to the American School Furniture Company, New York, for the two illustrations in the above article.

The Remington Typewriter.

The history of the Remington Typewriter is almost too well known to require repetition. It took years of work on the part of the three original inventors and their associates to get the machine into a shape sufficiently complete to warrant an attempt to manufacture it for the market. This first machine was crude enough in its appearance and bore but little semblance to the trimly built Remington of to-day. Even then the inventors and mechanics of the factory which finally gave its name to the machine found nothing save the basic principles to retain. In their hands it was completely remodeled and then, after more than a year of hard labor, was put upon the market in 1874.

For several years thereafter its history was one of disappointment and heavy financial loss. The machine did write surprisingly well, but the public was apathetic and prejudice ran very strongly in favor of the old way. This state of affairs no doubt proved to be a potent factor in the ultimate success of the machine, for a few of its promoters redoubled their efforts to improve its construction and enlarge its scope of usefulness.

Many skilled mechanics and others joined in the effort to improve "the typewriter." It was found that the machine must be strongly built and of simple design. The first Remington put upon the market was the No. 1 model of which we give an illustration. This machine would write capitals only, a method which could be endured for the sake of the other advantages which the machine offered, but which could never become popular or generally used. The remedy seemed obvious, double the number of typebars to carry the additional charac-

ters required. But this solved the problem on one side, only to complicate it on the other. The typebars struck to a common center, therefore any increase in the number meant longer and consequently heavier typebars, and that meant more weight for the fingers of the operator to move. Then there was the keyboard to consider. Double the characters



Model No. 1.

and you must needs double the number of keys in the keyboard. That meant to double the tax upon the operator's memory to remember the position of the additional keys' and upon his arms to reach out and locate them.

The genius of associated inventors supplied the desired means of increasing the number of characters without adding to the keyboard and without unduly complicating the machine itself. Other mechanical problems of moment have arisen and have been dealt with in a spirit of careful and exact investigation. A multitude of improvements have resulted from the continuous labors of the Remington experimental department, but no change has been made until it was clearly demonstrated to be a material improvement upon existing construction.

No detailed mechanical description of the Remington is necessary for an American public. It is a familiar sight everywhere. Some accounts of the means by which its reputation is acquired and maintained may prove of interest, together with some reference to the practical advantages which the Remington user secures.

Four essential qualities find their place in the construction of the Remington typewriter. They are durability, reliability, efficiency, and simplicity.

Remington durability and reliability are secured by the most careful attention to every detail of manufacture. Every part of the machine is made of the very best material, under



Model No. 6.

direct supervision in the company's own works. Many important parts are made of an expensive special alloy, devised in their own foundry, which unites the most desirable working qualities with the requisite durability and finish. Every piece is exactly made, regardless of the time and money required.

Remington efficiency means that it covers in the best way

every field of usefulness. Remington simplicity means that all of these advantages are gained without the use of complicated mechanism.

The following features of design have contributed to the superior simplicity and efficiency of the Remington typewriter:

The paper feeding apparatus acts positively and promptly, giving the operator perfect control of the paper. The paper guides adjust themselves automatically for ordinary requirements, and can easily be adapted to heavy manifolding, etc. The carriage is very light, but exceedingly strong, and runs with great steadiness, which helps to maintain excellent alignment, even after long service.

Every possible convenience is provided for the user. Ingenious marginal stops, instantly adjustable in any position, provide any required margin upon both edges of paper. The writing can be extended upon either margin without readjusting these stops. A convenient lever permits the free movement of the carriage, independent of the letter spacing mechanism. The cylinder is easily revolved by handles on each end, thus affording perfect facility in making corrections. The keys lock automatically when the last character has been written upon any length of line.

The Remington is notable for its light and easy touch, which enables the user to perform a great amount of work without undue fatigue. Many features contribute to this result. Of these the following are especially noteworthy:

The compact keyboard brings all the characters within easy reach of the fingers without fatiguing movements of the arms. The key levers are made of wood—the material best suited for this special purpose. These wooden key levers give that combination of strength, lightness, and resilience of action for which the Remington is noted. They are carefully constructed at a cost far exceeding that of the metal levers commonly used. The arrangement of the levers is simple and direct, entirely avoiding friction and producing the quickest response with the least expenditure of power. The connecting wires are substantial and directly connected to the type bars.

The letter spacing mechanism, also a vital factor in the easy and rapid action of the machine, has been perfected until it is quickly responsive to a speed beyond the capacity of any operator, tho adjustable to the touch of every one.

A recent improvement has been made in the general action of the shifting mechanism. The right hand shift key, which was little used in the old style of operation, has been transferred to the lower bank of keys and placed in a position exactly corresponding to the one operated by the left hand. This better fits the machine for use by the new style of operating known as the "touch" system, which is in itself an outgrowth of experience of operators with the Remington keyboard. This system, which is also known as the "all finger" method, involves the use of all fingers of both hands and the operation of the machine without looking at the keyboard.

The convenience of the user of the Remington typewriter has always been carefully studied. Every part of the machine is readily accessible and the mechanism is so simple that it can be easily understood and operated by any intelligent person. The working parts do not afford easy lodgment for dust or dirt, and the requisite cleaning is easily done. Every working adjustment, such as placing the paper or changing the margins, can be made with remarkable ease and quickness.

The ribbon movement is entirely automatic, and calls for no attention from the operator during the life of the ribbon. The ribbon mechanism can be operated by hand, to shift the ribbon from spool to spool, or to place it in any desired position.

The ribbon is easily removed and the mechanism thrown out of gear when making stencils for the different duplicating processes, and can be quickly replaced when again needed.

The general character of the work done by the Remington is too well known to require comment. Every typewriter ought to do good work at first, but the real test comes in the character of the continuous work it will perform—day after day—year after year. This quality of almost unlimited endurance is of special value in school use, where machines must be used by great numbers of pupils and by many who are only learning to operate and consequently do not handle the machine with the care and skill of an expert.

A New Writing Machine.

A French paper gives a description of a writing machine of German invention known as the Brackelsberg typewriter which seems to have the types affixed to several segments, capable of movement in a vertical plane, and with their axes set side by side, so that two or more letters can be simultaneously printed, simply by depressing the corresponding keys. There

are in this machine 132 keys, set in nine tiers, comprising three complete alphabets of small letters, one of capitals, and various punctuation and other signs. By simply increasing the number of type-segments the number can be increased indefinitely.

A Fine School Building.

The city of Stockton, California, proposes to have one of the finest high school buildings on the Pacific coast. A site consisting of more than ten acres has been selected. One half of this has been reserved for buildings and a school park; the remainder will be used for outdoor sports.

Plans for a building to cost \$100,000 have been called for, the competition being open to architects throughout the United States. The circular of information to architects issued by the Stockton board of education is a very carefully drawn outline. The following is the portion of the circular outlining the rooms and offices called for in the building, which is planned to accommodate 600 pupils:—

(a) Twelve recitation or class rooms (three each for English department, mathematics, history, and languages.) The standard size for recitation and class rooms to be 22 by 32 feet, 24 by 30 or 24 by 32. Two of the twelve rooms may be as large as 27 by 36; not to exceed three may be as small as 18 by 24. In all cases rooms are to be adapted to their use, and, where needed, to be provided with necessary cases and closets for the storage of books and material.

(b) Five rooms for the sciences (a science lecture room with a floor space of about 900 square feet, a laboratory for physics with a floor space of about 1,000 square feet (27 by 36), one for chemistry with about 750 square feet (24 by 30), one for physical geography with about 750 square feet (24 by 30), and one for biology with about 550 square feet (18 by 30). The five rooms for the sciences to be properly lighted and ventilated and to be provided with all necessary closets and apparatus rooms, and with all fittings of every description needed in carrying on each line of work, with the exception of movable furniture and apparatus. If space permits, any or all of the laboratories may be increased in size.

(c) Two rooms for the business department—one for book-keeping and actual business practice with a floor space of from 1000 to 1300 square feet (27 by 36 or 30 by 42), and one for stenography and typewriting with a floor space of about 450 square feet (18 by 24).

(d) Two rooms for drawing, each with a floor space of about 1000 square feet (27 by 36). The rooms for drawing to be provided with cases and lockers for the storage of models and material.

(e) One study room with a floor space of about 2,000 square feet (27 by 72), the room to be so planned that a partition can be run across it at any time, dividing it into two rooms, each 27 by 36. The room to be equipped with cases for the general reference library.

(f) One assembly and lecture room to seat at least 600 persons.

(g) One gymnasium to be fully equipped with all necessary lockers, baths, dressing rooms, and everything necessary for a modern gymnasium, excepting movable apparatus.

(h) Three rooms for the board of education and the city superintendent of schools—one public office, one private office, and one room, preferably a vault, equipped for the storage of records.

(i) Office for the principal and room for the teachers, in each case to be equipped with closets and cases for the storage of supplies, for books, and for specimens.

(j) Two small rooms with a floor space of about 100 square feet, 8 by 12, to be equipped with cases and lockers, and to be well lighted.

Besides the above, the circular describes and maps out the site, defines the drawings desired, gives a definite outline of the specifications and estimates required, and furnishes complete definite details for the guidance of competing architects. Copies of the circular may be obtained from James A. Barr, city superintendent of schools, Stockton, Cal.

School-House Plans and Economical Heating.

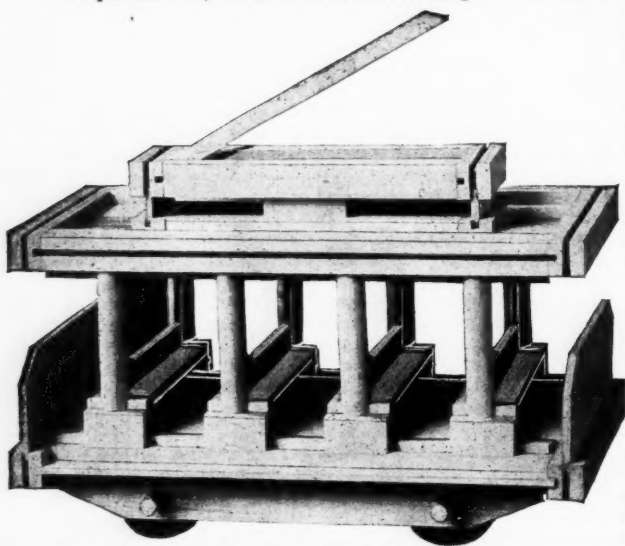
"Rural and Village School-house Construction, with Suggestions on Heating and Ventilating" is the title of a neat and practical brochure by C. A. Kent, of 5616 Drexel avenue, Chicago. This architect has evidently had considerable experience in drawing plans for rural school-houses, and the brochure shows a number of inexpensive, yet artistic school buildings. He believes that regular plans and specifications should be drawn by an architect, no matter how small or unpretentious the school building may be. More contractors will bid, for more definite details are given, the plans are more intelligible than

if roughly sketched by the school board, and less confusion will arise as to quality, quantity, dimensions, etc. The architect will also be able to advise many conveniences with which the average school board is unfamiliar.

Mr. Kent gives a description of a simple and inexpensive but successful plan for heating and ventilating the country school-house. He says a jacketed heater or ordinary stove with sheet iron "jacket" will save great loss of heat by controlling the radiation. The jacket should fit down to the floor in case the fresh air supply is drawn from outside, to enter the register beneath the stove. Where no fresh air box is provided and the supply is drawn from outside thru seams in windows, door, and floor, the jacket may extend to within six inches of the floor. It is open at the top to allow the air, as it becomes heated, to rise and spread evenly over the room. As it becomes foul, the air cools and, growing thereby heavier, settles and passes off thru register openings in the baseboard to the foot of the flue, then up and out at the side of the smoke flue. Thus less heat, fuel, and floor space are needed and better health and better school work are secured.

Instructive Toy Blocks.

Among the most valuable supplies for the primary school, at least from the child's viewpoint, are toy blocks. The blocks manufactured by the E. A. Cannon Toy Company, of Green Bay, Wis., possess many distinctive features. Twelve sets have already been manufactured, some very simple and some, complicated sets, to suit children of various ages. An illustra-



tion of Set No. 1 is given herewith. It is composed of eighty-two blocks of various shapes and sizes, and when fitted up will make a trolley car or wagon. All the blocks are detachable and interchangeable, fitting into each other so as to make many different articles or designs, taxing the ingenuity and affording a continuous round of pleasure and instruction. The railroad set of 112 pieces, for instance, will make freight, stock, coal or flat cars, baggage or express trucks, wheelbarrow, depot, merry-go-round, etc., and forms a most attractive set.

Aurora Acetylene Generator.

Certainly a most important consideration in school or home is proper light. In installing an artificial light plant it is well to get that which will be the most like natural light and which will be most healthful.

The Aurora Acetylene Generator possesses these good points in a marked degree, and it is now an assured fact that acetylene gas is the cheapest and safest light. Even common coal oil costs three times as much as acetylene. It does not flicker like common gas, but gives a steady, natural light which preserves the eyesight. The Aurora Acetylene Company, of Chattanooga, Tenn., is making a special offer to the first school or private residence in each neighborhood using the generator.

A handy article for tying together examination papers, report cards, etc., is made by the Universal Package Tie Device Company, of Macon, Ga. It is called the Document Tie Device, and is said to be the most convenient, neat, secure, and quickest method of tying together papers and documents for safety and convenience. Considering its durability and utility it is as cheap as rubber bands or tape.

The Educational Trade field.

The common council of Hartford, Conn., has voted an appropriation of \$18,500 for the introduction of the free textbook system.

Charles Scribner's Sons are holding a special exhibition of unique books in remarkable bindings, with mosaic, chiseled leather, and symbolic ornament from the atelier of Charles Meunier of Paris, in their building at 153 Fifth avenue, New York city.

According to several publishing houses of a conservative tendency, the spring publishing business this year is largely in excess of that of last year altho 1901 was a time of exceptional general prosperity thruout the country. One explanation advanced by a representative of a firm that has had little to do with the publication of popular novels of vast circulation, and that reports its business to be from fifteen to thirty-five per cent. better than last year, is that the reading public is coming more and more to buy books of a serious literary character and substantial quality—a fact which naturally increases the sale of educational works, biographies, etc.

Harper & Brothers have published a "History of the United States" which is decidedly up-to-date. Among its distinctive feature is President's Roosevelt's message to Congress.

Little, Brown & Company have just issued an attractive booklet containing a list of their publications which are suitable for school libraries, supplementary reading, etc. Among the books are many well-known and widely read volumes.

The Crowell Apparatus Company has erected a large factory in Indianapolis, Ind., for the manufacture of the Crowell scientific apparatus. The firm announces that they will in future manufacture general scientific apparatus.

W. C. Horn Brothers & Company, 541-543 Pearl street, New York, have a large line of Souvenir Postal Card Albums. They are useful for giving permanency to the latest fad of school children, the collection of pictorial postals from all parts of the world.

P. F. Collier & Sons, publishers of *Collier's Weekly*, have moved into new quarters on West 13th street and West 12th street, New York. The new plant occupies the entire space formerly occupied by fourteen buildings. Their floor space gives an area twice the ground space occupied by Madison Square Garden.

Students and teachers of history will be interested in the announcement of Dodd, Mead & Company that they have taken in hand the publication of the journals kept by Lewis and Clark during their memorable first trip across this continent. The journals are the property of the American Philosophical Society of Philadelphia.

The H. W. Johns-Manville Company is building a plant at Milwaukee, Wis., for the manufacture of carbonate of magnesia and mineral wool. When this plant is completed, the company will be prepared to furnish a most complete line of all grades of steam pipe and boiler coverings and asbestos goods of all descriptions. President T. F. Manville and Secretary H. E. Manville will remove from Milwaukee to New York, while C. R. Manville will have charge of the Western department.

"Our Bird Friends" is the title of a little game issued by Sarah H. Dudley, of Berlin, Mass., with the hope that children may become more familiar with some of our common birds and their habits, and in so doing may use their influence in helping to protect the birds, their nests, the eggs and young, from useless and cruel destruction. Each card gives the common and scientific name of a bird, illustrated with a photographic half-tone. The card contains a verse of poetry, tells where the bird is found, its appearance, and gives a description of nest and eggs. One player reads everything on the card with the exception of the name of the bird and its family, and the player at the left must guess the name from the description given.

Ginn & Company's bookmen recently held a reunion in Chicago, at which thirty-one were present. The toastmaster was W. R. Andress, who made a record of over thirty speeches in introducing the agents, all of whom were called upon for remarks. The occasion will long be remembered by those fortunate enough to be present.

The Buffalo Fixture Company of 89-93 Main street, Buffalo, N. Y., manufacturers of adjustable window shade fixtures for

- the regulation of light and ventilation in schools, has been succeeded by the Buffalo Fixture Works. W. H. Stockman will probably be retained by the new proprietors as manager.

The Globe Wernicke Company, the well-known manufacturers of filing cabinets, bookcases, card index systems, etc. have removed from 339 Broadway to 380-382 Broadway, corner of White street. Their new location gives them larger more convenient, and better lighted quarters, where they will be able to fill orders with greater facility than in the past.

More than \$1,000 worth of apparatus was ordered recently by the University of Utah for laboratory work on the steam engine, gas engine, and other lines of engineering work.

The Triangular Book Cover Company of Munnsville, N. Y., have just added to their line *multum in parvo* binders No. 2 and an adhesive tape, transparent gummed tissue paper. Samples will be sent to teachers and librarians upon request.

When purchasing Faradic apparatus always secure the greatest length of wire with the greatest number of magnetic lines of force possible. You will then have an apparatus that will give you good results, prove most satisfactory, and will not be liable to be constantly out of order. The stronger the current from an induction coil, the less it is felt. Short lengths of wire having few magnetic lines of force, produce strong muscular contraction, which is misunderstood for strength. The Jerome Kidder Manufacturing Company, New York, make a specialty of superior Faradic apparatus.

The annual reports of a group of cities stating what amount they paid out on a four years' average for replenishing text-books show that those using the Holden system for preserving books paid out less than half as much as those not using it. The system embraces heavy waterproof, germproof book covers for outside protection, self-binders to fasten in loosened leaves, and transparent paper to repair torn leaves. Altho the Holden Patent Book Cover Company of Springfield, Mass., has had nineteen years' dealings with free text-book school boards, there has never been a complaint of the quality of the Holden book covers.

The last installment of the fine collection of minerals recently purchased by George L. English & Company was placed on sale at 3 and 5 West 18th street, New York, March 22. Each has been more attractive than the previous one, and the final installment includes about 1,000 specimens, many of them exceedingly rare. Numerous other shipments will arrive constantly during the spring and summer, and, while still filling current orders, George L. English & Company will shortly begin to make elaborate preparations for fall.

George P. Rowell & Company, of New York, announce a special school edition of *Printers' Ink* for April 16. It will be sent to 6,000 schools and colleges in the United States and Canada, and will contain matter of special interest to schools.

Two-hundred eight-candle power Shelby lamps, manufactured by the Shelby Electric Company of Shelby, Ohio, have been placed in the Florida Agricultural college and experiment station, Lake City, Fla. This is a result of a two months' test at which the Shelby improved lamp gave entire satisfaction.

The Esterbrook Steel Pen Manufacturing Company enumerates the good points of their pens as follows: They have all the vital qualities of perfect pens—smoothness of point, flexibility, temper, and durability, and they are made in such a great variety that every writer will be able to select the one that suits him best.

D. Appleton & Company announce a standard series of technical handbooks on the artistic crafts, suitable for schools, workshops, and libraries.

The Arthur H. Clark Company has been incorporated in Cleveland, O., for \$75,000 as publishers and booksellers. Mr. Clark, president of the company, has in the past been identified with A. C. McClurg & Company, of Chicago, and other prominent publishers.

The New York board of education has voted to place in the schools in all the boroughs "The Library of the World's Best Literature," by the late Charles Dudley Warner. This library is published by the International Society.

A. C. McClurg & Company are considering the preparation of a complete and accurate index to recitations, readings, dialogues, etc. The plan is to prepare a list of about 15,000 pieces which are to be found in some 200 of the best standard collections and anthologies of poetry and prose, giving the refer-

ences in an index to titles, to authors, and to first lines. The work will be done according to the best bibliographical methods and the references will be given by a simple key showing at a glance the volume or volumes containing the selection sought. The work will probably be issued in one handy volume of about 800 pages. It is hoped that the work will materialize, as it would prove of great value to teachers and elocutionists.

Peter Henderson & Company, who have for some years been supplying raphia for basket weaving in the kindergarten schools of New York and some of the other larger cities, announce that they are now prepared to fill orders from any part of the country with the utmost dispatch. With the increased facilities and the plans now under way this company is probably the largest importers of fine grades of raphia in the country.

One thing which mars the exceptional prosperity of the educational publishers this spring is the fact that no decision has been reached by the New York board of education about the new books to be purchased for the schools. According to a representative of Houghton, Mifflin & Company, this has caused the sales of text-books in New York city to fall below what was anticipated.

The Berlin Photographic Company of 14 East Twenty-third street, New York, have taken photographic copies of twenty-six of the original paintings in the Museum of the Luxembourg, comprising the *elite* of the French artists represented. Each picture is not only a notable work of art in itself, but is also harmoniously characteristic of the entire group. Together these form a comprehensive collection of the best of modern French art.

A new edition of the American Newspaper directory is now in press and will be ready on April 16.

Of the list of one hundred entertaining biographical works chosen by the Carnegie library, of Pittsburg, Pa., it is a noteworthy fact that twenty-four of them are published by Houghton, Mifflin & Company.

Rand, McNally & Company are negotiating for a lease on one of the blocks between Harrison and Twelfth streets, lying between Michigan boulevard and Wabash avenue, Chicago. Should the site be secured, construction of their immense building will shortly be commenced, the cost to be about \$800,000.

The Artisans Guild, of Muskegon, Mich., is an association of skilled workmen engaged in the making of useful articles of superior design and quality. They have made a special study of manual training school equipment and propose to supply schools with the very best in drawing tables and work benches at a moderate cost. The distinguishing features of these goods are covered by patents and are not manufactured by any other firm. They are sold direct to schools and colleges. All are marked with the firm's stamp and in the event of any defect in either workmanship or material, if returned will be made satisfactory without cost. Catalog will be mailed showing three small drawing stands, the universal art stand, two large drawing tables, and two work benches to anyone interested.

Handy devices for facilitating the dating and numbering of examination or lesson papers, records, etc., are the Edison and Bates Automatic Numbering Machines and the Bates Line Dating Machine, manufactured by the Bates Manufacturing Company, of Orange, N. J., and handled by the American Type Founders Company, of New York city. Each numbering machine is made with three movements—consecutive, duplicate, and repeat. When the pointer is placed at "consecutive" on the dial plate, the machine will print from one or from any number up to its full capacity; when set at "duplicate" it will print the same number twice and then change off to the next following number automatically; when set at "repeat" it will print the same number over and over again. In the Bates Line Dating Machine the dates run for nineteen years.

A novelty is being offered to the trade by A. A. Weeks, Gold street, New York, in the Twentieth Century Pencil Holder. This little device is a sort of double safety pin and makes a convenient pencil or pen-holder.

The University Publishing Company, 27-29 West Twenty-third street, New York, announce the publication of a new speller by Supt Eugene Bouton, of Pittsfield, Mass. The first of May this company will issue a new physiology and a new series of readers. Two new books will shortly be added to the Guildersleeve Latin series.

Ginn & Company, of Boston, have issued a neat brochure, printed in green and black on buff-colored paper, of "Recent Publications," which are arranged by subjects and authors.

The Andrews School Furniture Company is at work on a new catalog of the goods which the firm handles. The catalog will be issued shortly.

F. P. Gamble, president of the Atlanta Press, recently incorporated in New York with a capital stock of \$75,000, was formerly cashier for the Southern agency of D. Appleton & Company of New York. The new company will handle the Southern business of the Appletons and as President Gamble understands the field thoroughly, success is assured. The aggregate business done by the company will amount to about \$500,000. Headquarters will be at Atlanta, Ga. The other officers are: Robert Appleton, of New York, vice-president; H. T. Rodman, of New York, treasurer; and H. F. Ballantyne, also of New York, secretary.

Personal Notes.

The manager of the Chicago Branch of D. C. Heath & Company, Mr. W. S. Smyth, Sr., is at Sea Breeze, Fla., recuperating after a serious illness.

G. S. Wedgewood has resigned his position as representative of the American Book Company in the southwest. He has made his headquarters at Denver, Col., and will publish the Abbott copy books.

Dr. Richard Burton, professor of English literature in the University of Minnesota, has accepted the position of literary adviser of the Lothrop Publishing Company, of Boston, and will enter upon his new duties in June.

Albert A. Silver, Jr., brother of Edgar O. Silver, president of Silver, Burdett & Company, is now in the Philippines. He is located at Manila.

Mr. Henry M. Butler has resigned his position as agent of the American Book Company in Kentucky. He is now teaching in Newport.

Mr. Geo. O. Wentworth, agent for the Central School Supply House of Chicago, is in Honolulu, and will shortly go to Manila. Mr. Wentworth is making a trip around the world.

The Cincinnati Seating Company has been organized with F. S. Brooke as president and general manager and J. W. Pinor, secretary. The former is the son of J. C. Brooke, proprietor of the Excelsior School and Church Furniture Company, of Cincinnati. The factory has been located at Harrison, Ohio.

Ginn & Company have appointed W. R. Thigpen to Mississippi territory. He will have headquarters at Jackson.

Mr. Robert Foresman, an employee of the Chicago office of Silver, Burdett & Company, has resigned to enter the insurance business.

Mr. Holbrook, long identified with the Andrews Company, of Chicago, and for the last two years general manager of the American School Furniture Company, returned to the Andrews Company on April 1. He will have general charge of their business interests. Mr. Holbrook expects to enlarge the department dealing with the schools.

The agents of Rand, McNally & Company recently held a reunion at Kinsley's restaurant, Chicago. Editor E. O. Grover, of the educational department, outlined the firm's plans, and told of the new manuscripts under consideration and of the new books under way. General Manager Newkirk of the educational department presided. Wells McMaster, manager of the New York office, was among the speakers.

Mr. H. B. Harris has retired from the book field. He represented the B. F. Johnson Publishing Company in Mississippi, and was a valued agent.

D. Appleton & Company have appointed George W. Benton their agent in Illinois. He was formerly a member of the faculty of the Shortridge high school, Indianapolis.

Rand, McNally & Company have appointed W. C. Warfield, until recently with D. C. Heath & Company, to look after their interests in Ohio and West Virginia.

Mr. C. H. Kilbourn, late with Silver, Burdett & Company and the Prang Educational Company, has accepted a position with the American Can Company, of New York.

Mr. J. H. Rowlands has been placed in charge of the American Book Company's high school interests in Ohio.

Mr. Eben Wilmot has resigned his position with the Helman-Taylor Company, of Cleveland, O., to accept an appointment with the George W. Jacobs Company, of Philadelphia.

Mr. J. C. Rockwell has bought Mr. Hayssoon's interest in the Schermerhorn Teachers' agency.

Mr. Robert Gloeckner, formerly with Hammacher, Schlemmer & Company, has become traveling salesman for Foster, Merriam & Company of Meriden, Conn.

Recent Deaths.

A valued employee of the American Book Company in their New York office died recently in the person of W. H. Morton. He was well known to the trade and popular with all. Many years ago he was employed by Van Antwerp, Bragg & Company, Cincinnati, Ohio.

Charles G. Sower.

On March 23 the head of one of the most famous publishing houses in America, Charles G. Sower, died at his home, 1926 Arch street, Philadelphia. Angina pectoris was the cause of death. For sixty years Mr. Sower was president of the Christopher Sower Company, publishers of school text-books, and under his able administration the business of the firm prospered as never before. He took an active interest in the affairs of Philadelphia, and during the last half of the nineteenth century he was prominently identified with educational progress in that city. He won the respect of all with whom he came in contact.

Charles G. Sower was born in Morristown, Pa., Nov. 21, 1821. He was fifth in descent from Christopher Sower, a tailor of Westphalia, who settled in Germantown, Pa., in 1726. There the latter established the first type foundry and the first manufactory of printer's ink in America, as well as a printing office and paper mill. He is celebrated for having published three editions of the Bible and Bunyan's "Pilgrim's Progress" in German before either had been published in English in this country. Christopher Sower 2nd, was also famous as a colonial printer, as a bishop of the Dunker church in Germantown, and as the introducer of cast iron stoves into America. The next two in descent, David Sower, Sr., and David Sower, Jr., continued printing and publishing in Philadelphia and Germantown, and then removed to Morristown, where Charles G. Sower entered his father's store in 1836. Six years later he succeeded his father as head of the business and in 1844 moved it to Philadelphia. Here it was continued under the firm names successively of Sower & Barnes; Sower, Barnes & Company; Sower, Barnes & Potts; and Sower, Potts & Company. In 1888, which was the 150th anniversary of the founding of the business, the firm was incorporated as the Christopher Sower Company, and soon afterwards removed to 614 Arch street, where it has since continued.

Mr. Sower was a life member of the Historical Society of Pennsylvania, the German Society of Philadelphia, the Academy of Natural Sciences of Philadelphia, and was prominently identified with other liberal and educational institutions in the East.

Everett W. Walker.

Everett W. Walker, one of the most valued employees of the Holden Patent Book Cover Company, of Springfield, Mass., and their special representative for more than ten years, died March 23. He was taken suddenly ill with pneumonia in New York city while en route to New Jersey and Pennsylvania. He passed away in the old homestead in which he was born sixty-five years ago.

Mr. Walker was a man of fine presence and his affable and courteous manners and sterling character won him hosts of friends among educators in New England and the Middle States. He was highly esteemed by his employers for his business ability and for his fine personal traits. He leaves a brother, John M. Walker, senior partner of the Hudson Valley Paper Company, Albany, N. Y., and a sister, Miss Margaret Walker, residing in the old homestead on South street, Springfield, Mass., where four generations have lived and died.

THE SCHOOL JOURNAL

NEW YORK, CHICAGO, and BOSTON.

(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, EDUCATIONAL FOUNDATIONS, MONTHLIES, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year. Also a large list of Books and Aids for teachers, of which circulars and catalogs are sent free. E. I. KELLOGG & CO., 61 E. Ninth Street, New York, 246 Wabash Avenue, Chicago, and 116 Summer Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. THE SCHOOL JOURNAL is Entered at the New York Post Office as second-class matter.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING APRIL 5, 1902.

Parker's Constructive Work.

The New England *Journal of Education* reports the death of Colonel Parker in words characteristic of the tergiversatory, weather-cock policy which it has pursued ever since its first onslaught upon the Quincy giant. This is what it says:

He was essentially an idealist, with keen relish for the destruction of the real, but *with slight constructive capacity.*

Few men have been more serviceable to the American schools, and *few leaders have contributed less to their efficiency.* He had limitless power in stirring things up. His devotion to the child was intense, and his courage was boundless. In some regards he resembled Horace Mann. He had from first to last more ardent disciples than any other leader has had since Mr. Mann, tho he differed from him in that his disciples usually outgrew him, as Mr. Mann's never did. *It would be difficult to point to any result of his activity that will be his monument,* and yet he is more likely to be idolized, more likely to have his memory worshiped than any other man who lived in his day.

The passages indicated by italics represent in substance the opinion of people who have little or no conception of the vast constructive effect of Colonel Parker's reform endeavors. G. Stanley Hall, W. T. Harris, John Dewey, and others of our foremost leaders have called attention to the striking changes inaugurated in school curricula methods and the management of children, changes that represent the best fruit of the reforms begun at Quincy in the seventies. Nature study and supplementary reading with all that their introduction means to the primary schools can be directly traced to the inspired and inspiring labors of the man whom every American and particularly New Englanders ought to be proud to honor as one of the heroes of the age. Civilization and humanity are the richer for the work done by Colonel Parker.

O the longevity of rancor! Those who make their living by coquetting with popular feelings may on occasion publish it to the world only in sugar-coated editions, wrapped in pretty tinsel. But there it is.

Dr. William H. Maxwell, superintendent of the school system of the City of New York, writes:

"Colonel Parker was, in my judgment, a great inspiration to teachers of high ideals and a subject of abhorrence to those of low ideals."

Prof. L. Seeley, of the State Normal School of New Jersey, writes: "Colonel Parker has been an inspiration to the great mass of our common school teachers,—such an inspiration as no other man has been in the whole educational history of this country. . . . I have known him for over twenty-five years, and have stood in the close relation of a personal correspondent for all these years. It was his work at Quincy that awakened me to the idea of something better, that led me to go to Germany for study. There was something in his rugged, earnest, enthusiastic nature that met with a response in me and stirred me to better things."

Not less than twenty men and women prominent in the school field might be named, all of whom would gladly repeat the words of Dr. Seeley after him. And

how many there must be who owe their first inspiration to make a thoro, scientific study of education at least to the influences set in motion by Colonel Parker! All these are evidences of the great constructive effect of the departed reformer's labors.

The attitude of the *Boston Journal of Education* will appear all the more ungenerous when compared with the editorial comments in other educational papers. The estimate the *Educational Review* places upon Parker is evident from the note by Dr. Butler on another page. *Intelligence* (E. O. Vaile, editor) gives a very just and careful review of the service rendered to American education by him whose memory we honor. This is what it says:

Few schoolmasters ever reached the height of popularity and influence that Colonel Parker attained. He came not as a voice in the wilderness, as did Horace Mann. He came in the light and advancement of a generation devoted to popular education and yet he commanded the attention of the country on that theme, and that in spite of limitations so obvious and serious as to be almost defects.

His career was a notable illustration of the uncomfortable fact, all too conspicuous thruout our public school life, that genuine scholarship is not a fundamental requisite in our educators. Colonel Parker was not a scholar. He lacked in that clear acumen and logical force in accepting and espousing ideas which broad scholarship ought to give. Indeed, it is doubtful if his temperament, his impatience with details, and his readiness to jump to conclusions would have permitted him to become a scholar under any training.

Life, to give it more abundantly, to make education a means of spiritual uplift, or rather to make life, spiritual growth, a part of education, was the great end with Colonel Parker. He knew no other.

The key-note to his career and to the prominence which he gained was his enthusiasm for humanity. The little child was his text; how to develop his soul, how to bring him nearer to the ideal. This purpose gave to the term education in his mind a very broad meaning and was the chief point, albeit unconscious, of departure between him and the educators of the Howland type, compromising most of the older teachers of the day. The two parties might have agreed in a statement as to the purpose of education; but the sympathy of the one party was wholly with the content and processes of the term as fixed by the schools, while the sympathy of the other party was with a new, a broader, even if a laxer and more experimental, content and process.

The great debt that we owe to Colonel Parker—and even his most severe critics will not deny that it is an immense one—is his overthrowing the old rigid formulas and routine, his breathing the breath of a freer and larger life into the school-room, the apotheosis of childhood, its instincts and impulses, as the light of all our seeing. The magnificent courage and persistence and good nature with which he fought for his cause and took the blows of his opponents won the admiration of those even who did not sympathize with his views. The sincerity of his purpose and the vigor and manliness of his warfare bring honest words of sorrow at his death from friend and foe alike.

By temperament he was a reformer and progressive, and the ardor of his spirit led quite naturally to want of poise, his most serious defect, as it is the serious defect in most reformers. In fact a reformer who should show due poise, balance, temperance in his warfare would not be a reformer. The world cannot be startled into attention to a great wrong by cold, moderate, thoroly reasonable sentences. These may win in the long run, but their process is slow. The reformer must do perforce what he does naturally, see conditions, agencies,

results, out of proportion. All of Colonel Parker's salient propositions—abolition of spelling book and grammar, learning to do by doing, and so forth—were truths of this nature, truths magnified, unduly emphasized, but nevertheless truths, altho distorted to a just end; viz., needed change and reform. Had Colonel Parker looked thru plain glasses at the evils he saw, he might not have been moved. He certainly would not have moved others.

Colonel Parker had his defect in common with many others. But he moved the educational world. He brought about a change in our view of child life and in our ideal of the primary school. Whatever errors he made he blest the little child and put devoted love and enthusiasm into the little child's teacher, and for that he must be held in most grateful remembrance.

Supt. J. H. Phillips, of Birmingham, Alabama, says in the *Educational Exchange*, of which he is the editor:

Col. Parker was in many respects unique. It is certain that his like cannot be found in this country. A man of lofty ideals, great energy and immense enthusiasm, he was the apostle of the new education. The good he has accomplished by his books and thru his lectures in every section of the country can never be estimated. He was a man of great spiritual proportions. His special doctrine consisted in studying the child and leading him thru interest into self-realization. He always placed the child and his activities above all rules and all school traditions. . . . At all the great educational gatherings for the past twenty years, he has been the magnet that has attracted the largest audiences. His intense moral enthusiasm was contagious and fired his audiences with educational zeal and interest. . . . Parker was essentially a revivalist, and that in the best sense of the word. A great and good man has gone; he will be missed, sadly missed, in the educational councils of the country.

Healthful Schools.

Healthful schools should be a first consideration with all school officers. Beauty of exterior and of interior, proportion, ornamentation, decoration—all these are desirable, but a board has no right to make provision for these at a sacrifice of health requirements. The health of pupils so far as this can be met by building, equipment, and regulation should be regarded by every board of education as paramount to all other considerations. In too many school buildings, the requirements of health have been overlooked in one particular or another, while provision has been made for the art aspects and effect.

A great amount of crude experimentation in school-house construction and equipment has gone on during the past thirty years. Many buildings are in process of completion upon which too little thought has been expended with reference to hygiene—buildings in which certain essentials to health will be violated.

There is no necessity for continuance of such neglect. Public money should not continue to be wasted in disregard of those things which will have later to be corrected by reconstructions. Certain principles in regard to the hygiene of school buildings and equipment have been pretty thoroly demonstrated. The process of embodying the theoretical demands as to hygiene in buildings, and then of studying how far these were right and how far they fell short of securing the desired ends, and then of still further embodying these demands as so modified has gone forward until, by repeated tests, specified standards have been reached. The period of crude experimentation is over, and there is at command a sufficient literature on the hygiene of the school to guide school boards and architects very clearly.

A committee on hygienic requirements ought to be added to the list of committees of boards of education, whose especial duty it should be to conserve these ends.

Lieut. Hanna's Visit to New Paltz.

Ever since the Spanish-American war the educational interests of Cuba have been most carefully fostered by the military government under General Wood. The first commissioner of public schools was Mr. Alex. E. Frye, who, after a most vigorous administration, was succeeded by Matthew E. Hanna, first lieutenant, Second U. S. Cavalry, and aide-de-camp to General Wood. It is to the latter that credit is to be given for the project of sending a number of Cuban teachers to this country to receive professional training, and this, together with the fact that he is a West Point graduate and a soldier who had fought in the Spanish-American war, made every one keenly alive with interest when it was announced that he was coming to New Paltz to inspect the work of the Cuban students.

Following are extracts from his report to General Wood:

I spent four days at the normal school, arriving there on February 18, 1902, during which time I carefully studied every branch and department of the school, and the arrangements made for the comfort and accommodation of the Cuban students. Speaking in very broad and general terms, it will be very difficult to improve upon the conditions as I found them. The principal of the school is ably assisted by a faculty better than is ordinarily found in such schools. The school itself has a reputation of being not only the best in the state of New York but one of the best in the United States. The conditions as to location could scarcely be excelled.

The faculty of the school have had to work under great disadvantages. The Cuban students on entrance into this school varied in qualifications from girls who had scarcely any preparation to those who were in every way fit to begin such a course. As a result they could not enter as a single class taking up the same work, but were necessarily divided into an unusually large number of different classes. In addition to this the project was a new one and until the students arrived at the school the faculty were in the dark as to the preparation that should be made for their instruction. In spite of all this the progress made has been truly remarkable. I doubt if it could be increased. The students are devoted to their work and to their teachers and the school. There is like or even greater admiration on the part of the faculty and the entire community at New Paltz for the Cuban students. They are located in three boarding houses under Cuban chaperones. In their private home life they are more comfortable than the average student at such schools. The arrangements for their comfort and health are ample and elaborate. This statement applies to their rooms, heating, lighting, sanitary arrangements, and food. Naturally there are the usual number of petty complaints to be found among a body of students of equal number at any boarding school, but I failed to discover a single complaint against the administration of the school which was well founded. The health of the students can scarcely be better; during my stay at New Paltz every student was able to attend school.

Mr. Hanna concluded his report by making certain recommendations looking not only to a return next year of the young ladies who are here now, but to an increase of thirty in the number to be sent, the aim being to secure eventually the attendance of at least sixty young ladies each year at New Paltz for a series of years, or until one party or the other wishes to discontinue the arrangement; each young lady remaining two years, at the end of which she should receive a certificate from the school, providing, of course, her work was well done. It is important to state here that this certificate is not a normal diploma, for, of course, this could be given only under the well-known prescribed conditions, but it is documentary evidence that the student has successfully completed the special course, under the direction of Principal Scudder and the teachers specially engaged to teach the Cubans.

Mr. Hanna is a man of splendid physique and bearing. It may seem strange that a soldier could lay down his sword to take up the direction of education with such success. Yet back of his West Point training there is an experience of five years' teaching in Ohio which has given him an insight into public education that is standing him in good stead at this time.

The Educational Outlook.

National Educational Exhibit.

MINNEAPOLIS, MINN.—An exhibit of school supplies, apparatus, and educational publications will be one of the many interesting features of the N. E. A. convention to be held in this city July 7-11. The assembling of so many educators, all deeply interested in these matters, gives the publishers of school periodicals, as well as the manufacturers of school equipment an opportunity to exhibit their goods, of which they will take full advantage.

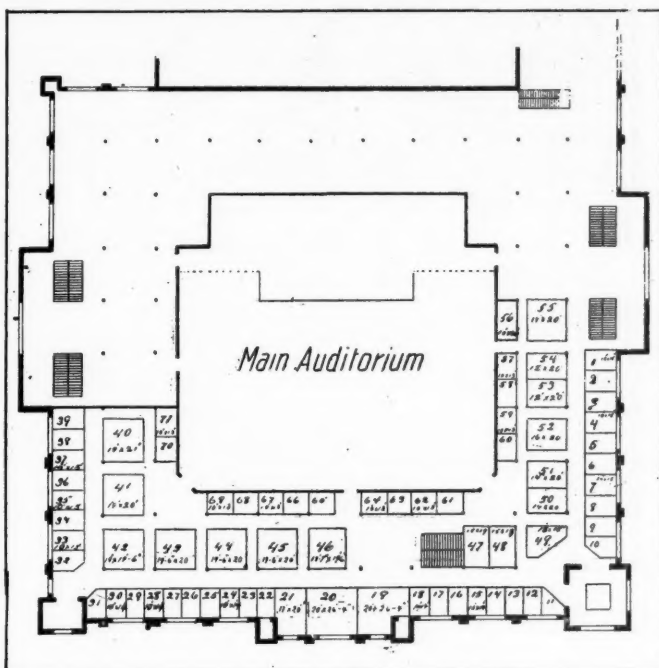
The committee on exhibits, consisting of H. B. Marchbank, clerk of the board of education; W. F. Webster, principal of the East high school; and James Garvey, instructor in manual training, are rapidly perfecting arrangements, and have already planned excellent exhibit space. Their suggestions have been approved by the general committee, and an announcement to be sent to prospective exhibitors, has been prepared.

Space for the exhibits has been reserved on the main floor of the exposition building, where the general sessions of the association will be held. It will be well lighted and attractively fitted up and will be accessible from the auditorium by any of the half-dozen passages. Two or three commodious rest rooms will be provided in different quarters of the department of exhibits, which will be provided with telephones, directories, and other conveniences, and where some of the local force of teachers will be in attendance at all times. Dining rooms will adjoin the exhibit space, and the woman's reception-room and parlor nearby, will be attractively furnished. The Teachers' Club, of Minneapolis, have arranged to make its headquarters during the convention in a parlor adjoining the exhibit department.

Earning an Education.

About thirty per cent. of the law students in the University of Pennsylvania earn at least part and many of them all of their expenses. The source from which the largest number derive an income is tutoring; that is, coaching their fellow students or preparing applicants for the entrance examinations. Some exceptionally successful tutors at Penn's law school have been able to secure pupils at \$2 an hour, and many of them have earned several thousand dollars in a single year.

Another popular and profitable employment is selling stereoscopic views and canvassing for books during the summer vacation. It is open air work, pays well, does not interfere with studies, and the experience derived "on the road" is invaluable. Another desirable employment



Floor Plan of Convention Hall and Educational Exhibit at the N. E. A., Minneapolis.

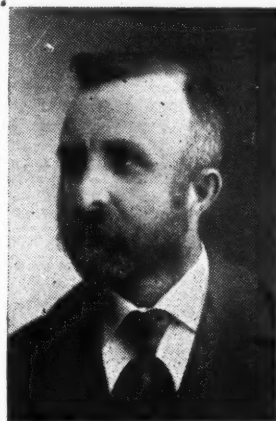
is that of clerk in summer hotels. The most energetic and hard-working students find soliciting insurance to be profitable.

Quite a number of men have also worked their way thru college by obtaining positions which enabled them to attend the classes during the day. Among these are night watchmen, telegraph operators, and railroad ticket agents. Others earn their board by working in kitchens or waiting on table, and there are some who take care of furnaces for their room rent.

Other work done by students while pursuing their studies including reporting, teaching in night schools, clerking, book-keeping, stenography, running a laundry, agencies, milk and paper routes, assisting in libraries, etc. In summer, some students act as car conductors, park guards, traveling companions, and clerking in law offices. Several professional men pursue law studies while practicing medicine, dentistry, or other professional work. One student, a minister, preaches every Sunday, while he attends the law school during the week.

Manual Training in Salt Lake City.

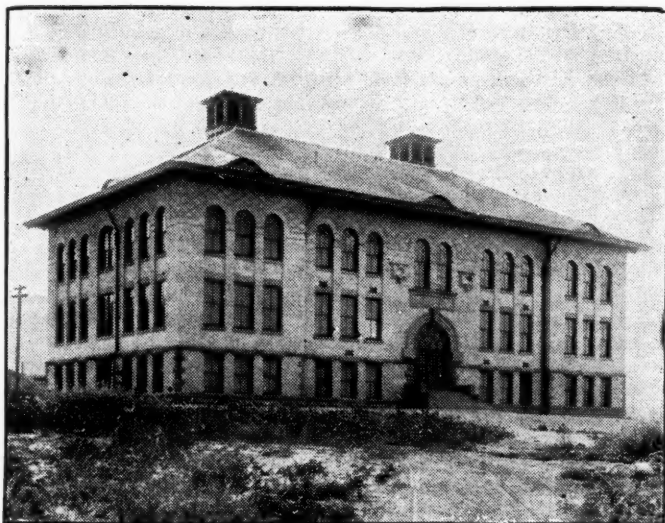
SALT LAKE CITY, UTAH.—Professor O'Shea recently declared that the manual



Prof. William M. Stewart, Head of Normal Training School, University of Utah.

training idea has broader and better application at the University of Utah, Salt Lake City, than in any similar school in the country. Prof. William M. Stewart has charge of the normal training school and holds the chair of pedagogy in the university. Prof. J. E. McKnight is the principal. The school has nine grades with more than 100 teachers. The special teachers comprise supervisors of art, manual training, domestic science, music, geology and history, arithmetic, and nature study.

The pupil's time is divided between books and making articles and implements known to the industrial world. Girls are taught all the essentials of domestic economy, including cooking, sewing, and general housekeeping. The boys build and fashion things which tend to develop muscle and the attainment of skill, and to encourage observation, originality, and independent thinking. Free self expression and invention are encouraged by the construction of articles which satisfy some im-



Training School of University of Utah.



Handiwork of Students of Training School of University of Utah.

New Books for School Libraries.

This list includes books received since February 27.

<i>Title.</i>	<i>Author.</i>	<i>Price.</i>	<i>Publisher.</i>
GEOGRAPHY			
Irrigation in the United States	F. H. Newell	2.00	T. Y. Crowell & Co.
The Wide World			Ginn & Co.
Northern Europe			" "
Town Life in Ancient Italy	W. E. Waters	.75	B. H. Sanborn & Co.
LANGUAGES			
Tartarin de Tarascon	Ed. by C. Fontaine	.45	American Book Co.
Moser's der Bibliothekar	Ed. by W. A. Cooper	.45	" "
Notre Dame de Paris	Victor Hugo		Ginn & Co.
Legenden	G. Keller		Henry Holt & Co.
Unter Brüdern	Paul Heyse		Silver, Burdett & Co.
Monsieur Bergeret	Anatole France		" " "
Cyrano de Bergerac	R. P. Clark		W. R. Jenkins
MATHEMATICS			
An Intermediate Arithmetic	Ella W. Pierce		Silver, Burdett & Co.
Key to Milne's Practical Arithmetic	W. J. Milne		American Book Co.
Elementary Calculus		1.25	" "
Four-Place Table			Henry Holt & Co.
HISTORY			
The Hand of God in American History	Robert Ellis Thompson	1.00	T. Y. Crowell & Co.
New York Political Primer	A. M. Fielde		League for Political Education
Stephen A. Douglas	W. Garrott Brown	.15	Houghton, Mifflin & Co.
Reconstruction of the Constitution	J. W. Burgess		Chas. Scribner's Sons
Samuel de Champlain	H. D. Sedgwick, Jr.	.50	Houghton, Mifflin & Co.
SCULPTURE			
Tuscan Sculpture	E. M. Hurl		" "
REFERENCE BOOKS			
Twentieth Century Dictionary	Ed. by Rev. T. Davidson		J. B. Lippincott Co.
Success Library	Dr. Orison S. Marden and G. R. Devitt		Success Co.
PEDAGOGY			
History of Education	M. G. Brumbaugh		J. B. Lippincott Co.
Analytical Psychology			Ginn & Co.
LANGUAGE, READING, LITERATURE			
Practical Language Work	A. N. Raub		Raub & Co.
Shakesperian Synopses	J. W. McSpadden	.45	T. Y. Crowell & Co.
Rob Roy	Sir W. Scott		The Mershon Co.
Twelfth Night	Shakespeare		Houghton, Mifflin & Co.
A Primer of Work and Play	Edith Goodyear Alger	.30	D. C. Heath & Co.
The Child Life Fifth Reader	Etta A. Blaisdell and Mary Frances	.45	Macmillan Co.
GENERAL LITERATURE			
The Magic Wheel	J. S. Winter		J. B. Lippincott Co.
The Story of Metlakahla	H. S. Wellcome		Saxon & Co.
Mlle. Fouchette	C. T. Murray		J. B. Lippincott Co.
Lepidus the Centurion	E. L. Arnold	1.50	T. Y. Crowell & Co.
Verba Crucis	Rev. T. C. McClelland	.50	" "
Hezekiah's Wives	Lillie H. French	.85	Houghton, Mifflin & Co.
Angelot	E. C. Price		T. Y. Crowell & Co.
Mary Garvin	F. L. Pattee		" "
A Dog of Flanders and the Nürnberg Stove	L. de la Ramée	.15	Houghton, Mifflin & Co.
The Political Freshman	B. Washington James		B. W. James
The Battleground	Ellen Glasgow	1.50	Doubleday, Page & Co.
The Mystery of the Sea	B. Stoker	1.50	" " "
The Little Brother	Josiah Flynt	1.50	Century Co.
The Next Great Awakening	Josiah Strong	.75	Baker & Taylor Co.
Elements of Political Economy	J. L. Laughlin	1.20	American Book Co.

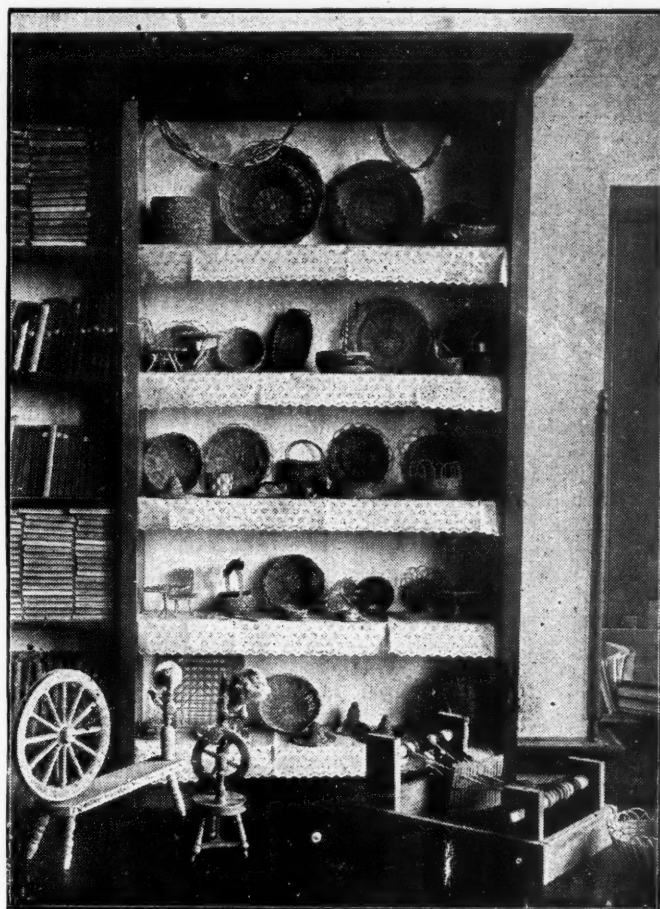
mediate need of the child; in his games, for illustrating work in history or literature, or for the school-room or home.

As soon as he begins to handle materials, the boy must count, measure, weigh, calculate costs, spell, and use language in expressing the results. He must know the places from which materials come, and conditions under which they are produced. He learns of the great factory systems and questions of economic importance.

In the normal course of the domestic science branch during the first half year two lines of study are pursued. One is in needlework, beginning with the use of coarse materials, reed, rattan, cane, raphia, cord and hemp, in making baskets, hammocks, hats, school bags, etc. It includes a study of the textile materials handled, the development of their production and manufacture, properties, cost, demand and supply, and the influence of the factories on consumer and dealer. The girl learns to make all kinds of stitches, to purchase and use materials, proper methods of doing house work and cooking plain foods.

The other line of work under the name of household economics covers such subjects as house construction, ventilating, heating, lighting, drainage, water supply, plumbing, furnishing, and disinfecting. The proper care of home and family in health and in disease are taught with some of the plainer principles of home nursing and first treatment of injuries; laundrying, with study of action of soap and other cleansing agents; marketing and general home supervision; a study of foods, including their production, composition, analysis, and tests for different food principles, effect of heat, moisture, acids, and their relation to the body.

In the largest of the pictures given here-with specimens of the handiwork of the training school students are shown. In the upper right-hand corner is a representation of the home of the cliff-dwellers. Near it is the thatched-roof abode of tribes untouched by the influence of civilization, and thus the evolution continues



Work of girls at Training School, University of Utah.

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By Professor E. H. LEWIS, of Lewis Institute, Chicago.

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The Author believes that the only cure for faulty punctuation is to be found in technical grammar. He also realizes the present tendency to slight this portion of grammatical work. He has introduced numerous exercises in oral and written composition, and by the use of pictures and other devices has made these exercises sufficiently spontaneous to serve the ends of both elementary composition and elementary grammar.

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until the log cabin and the more pretentious modern residences are reached. On the shelves below are dolls that have been dressed by the little ones, in native garb, typical of every nation from the wildest savage to the most progressive Caucasian. To the left are shown the crude agricultural implements of prehistoric ages in contrast with the modern devices of American genius.

Prof. Stewart is one of the most enthusiastic advocates of manual training in Utah, and with others, is working to bring about the extension of manual training in all the schools of the state. Prof. Stewart says a universal system of manual training will do away with the necessity of a reform school in Utah, for the "motor" boys, the boys who give the most trouble because they are least understood, can be taken care of. By the motor boy Prof. Stewart means the one who is constantly bubbling over with pent-up energy. "That energy," he says, "should be turned into the right channel. Once there and under control, the battle is won. Manual training will make this struggle easier. The motor boy must be looked after. He is often the thief, the train robber, and desperado. But he is more frequently the hero, the man of affairs, the man of destiny, the inventor, the genius of the world."

The committee on sites has been authorized to select a new site for the Port Richmond high school as soon as the bill permitting the abandonment of the work on the present site and the transfer to other property becomes a law. The present site cost \$66,000, but is undesirable owing to its proximity to the railroad. It is believed that a site can be purchased elsewhere at half the cost of the present property.

New York City Items.

The Schoolmasters' Association of New York and vicinity will meet in the Brearley school building, 17 West Forty-fourth street, Saturday, April 12. Prof. John M. Tyler, of Amherst college, will speak on "How Can We Suit Our System of Education to Present Conditions?"

The salary of Dr. Henry M. Leipziger, supervisor of lectures, was raised from \$5,000 to \$5,500 at the meeting of the board of education, March 26. He was re-appointed for six years at the first meeting of the new board. The following offices were abolished and the incumbents suspended without pay on April 1: John F. Walsh, deputy superintendent of school supplies, salary \$2,150; Edward F. Wehrum, inspector of school supplies, salary \$2,000; Charles H. Ebbets, Jr., inspector of school supplies, Brooklyn, salary \$2,000; James L. Ryan, clerk in the bureau of supplies, salary \$1,200; Joseph Curran, Jr., clerk in the bureau of supplies, Richmond, salary \$1,200; Thomas Coughlin, toolman, bureau of supplies, Brooklyn, salary \$780; John G. Vaughn, Jr., toolman, bureau of supplies, Richmond, salary \$600; David F. Watson, laborer, bureau of supplies, Queens, salary \$600; Robert B. Williamson, clerk, bureau of buildings, salary \$900; Richard F. Connell, bureau of buildings, salary \$900. The two vacant positions of patrol inspector of repairs were abolished and the salaries of the following persons were reduced: Francis O'Malley, bureau of supplies, Brooklyn, from \$2,000 to \$1,500; Bernard Breslin, clerk, bureau of buildings, Brooklyn, from \$1,800 to \$1,200; George W. Egbert, bureau of supplies, Richmond, from \$1,500 to \$1,200 and Miss Matilda Z. Dowd, stenographer, bureau of buildings, Richmond, from \$1,300 to \$900. The salaries of the employees whose

positions were abolished aggregate \$14,700 while the reductions amount to \$1,740.

Graduates of the training department of the Normal college have organized an alumnae association. Officers elected were: Pres., Miss Lillie Herschfield; vice pres., Miss May Palmer; treas., Mrs. M. T. Rosenberg; sec'y, Miss Harriet Keith; asst. sec'y, Miss Katharine Brigham. A complimentary luncheon will be given by the alumnae to Miss Isabelle Parsels, at an early date, to celebrate her twenty-fifth year of service as principal of the training school.

Henry Hart, formerly a teacher in School No. 26, recently applied for a writ of mandamus compelling his re-instatement in the school with back salary amounting to \$2,400. Last year Dr. Maxwell, on recommendation of Associate City Superintendent Jasper, refused to renew Mr. Hart's license and he was dropped. Mr. Hart contends that under the Goldey decision a permanent district license granted in 1869 protects him.

After hearing a delegation of Bronx citizens on March 24, the high school committee decided, by vote of four to one, to abandon the name of Peter Cooper for the Bronx high school, which will in future be known as the Gouverneur Morris high school. Those who appeared before the committee argued that they wished a Bronx native honored, and that Gouverneur Morris' services entitled him to consideration. The suggestion was made that the fourth high school be named after Peter Cooper.

A committee recently called on Auditor Cook and requested him to relieve principals of the necessity of filing payrolls in person, a process requiring a long wait in line. Mr. Cook promised to permit the rolls to be sent by mail.

Important Books on Nature Study

NATURE STUDY AND LIFE

By CLIFTON F. HODGE, Assistant Professor of Physiology and Neurology in Clark University, Worcester, Mass. With an Introduction by DR. G. STANLEY HALL. 12mo. Cloth. 514 pages. List price, \$1.50.

"Nature Study and Life" is intended to assist teachers in directing their pupils in nature-study work, and to be used by the children themselves as a reference book. It has twice formed the basis for nature-study courses in the Clark University Summer School; it has further stood the more practical test of teachers' institutes in various states; and, finally, its most important suggestions have been tried thoroughly in the school-room.

	LIST PRICE		LIST PRICE
Atkinson's First Studies of Plant Life . . . . .	.60	Morley's Flowers and Their Friends . . . . .	.50
Ball's Star-Land (Revised Edition)	1.00	Eddy's Friends and Helpers . . . . .	.60
Beal's Seed Dispersal . . . . .	.35	The Finch Primer . . . . .	.30
Bergen's Glimpses at the Plant World . . . . .	.40	The Finch First Reader . . . . .	.30
Burt's Little Nature Studies for Little People, from the Essays of John Burroughs. Vols. I. and II. Each . . . . .	.25	Hale's Little Flower People . . . . .	.40
Gould's Mother Nature's Children . . . . .	.60	Stickney's Study and Story Nature Readers:	
The Jane Andrews Books:		Earth and Sky30
Seven Little Sisters50	Pets and Companions30
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My Four Friends40	Newell's Outlines of Lessons in Botany:	
Lane's Oriole Stories28	Part I. From Seed to Leaf50
Long's Ways of Wood Folk . . . . .	.50	Part II. Flower and Fruit . . . . .	.80
"Wilderness Ways . . . . .	.45	Newell's Reader in Botany:	
"Secrets of the Woods . . . . .	.50	Part I. From Seed to Leaf . . . . .	.60
Morley's Little Wanderers . . . . .	.30	Part II. Flower and Fruit . . . . .	.60
"Seed Babies . . . . .	.25	Porter's Stars in Song and Legend . . . . .	.50
"Few Familiar Flowers60	Strong's All the Year Round Series:	
		(Spring, Autumn, Winter.) Each30

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Introduction to the Study of English Literature, by Vida D. Scudder, A. M., associate professor of English literature at Wellesley college. As literature is the outgrowth of the life of a people, in order to present the literature truthfully the writer must study social conditions and national characteristics, as this author has done. In seeking to embody a history of English literature in such a small space the author was forced necessarily to leave out many things of no small importance, in order to maintain due proportion in the work.

The book aims not to supplant but to accompany the direct and copious reading of texts. It is intended to meet the needs of the high school and the younger classes in college.

Each part of the book opens with a brief chapter of general statements, picturing the period to be treated, or describing its characteristic. Emphasis is placed on the greatest and most significant figures, to each of whom a chapter, or a long section of a chapter, has been devoted. Authors of secondary importance have been relegated to the background. The young

student, for whom this book is intended needs to gain first a sense of the great movements of national life as expressed in literature, and a clear picture of the masters. After that he may make, if he likes, a close and loving study of the minor authors.

The author has made the great movements and influences that have produced our literature to stand out clearly. To aid in the work of impressing these on the pupils' mind are given references to books, many of which are to be found in any moderate sized library, besides suggestions for class work and helps for the preparation of talks by the teacher. Chronology of authors and facts in regard to foreign literature, English history and foreign history, are given in tables. Altogether it is a thoroly practical manual of English literature for the classroom. (Globe School Book Company, New York.)

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"The Love Story of Abner Stone," by Edwin Carl Litsey.

The Century Company.

"Hohenzollern," by C. T. Brady.

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"Nature Study and Life," by C. F. Hodge.

"Trees in Prose and Poetry," by Gertrude L. Stone and M. Grace Fickett.

"Selections from DeQuincey," edited by Milton H. Turk.

"Academic Algebra," by Wooster W. Beman and David F. Smith.

"Cicero: Orations and Letters," edited by the late J. B. Greenough and George Lyman Kittredge.

"Spanish and English Conversation," Book II., by Aida E. Pinney.

"Under Sunny Skies," (Youth's Companion Series).

Rand, McNally & Company.

"The Canterbury Classics." Edited under the general supervision of Katharine Lee Bates, Professor of English Literature in Wellesley College. Viz.:

"Rab and His Friends, and other Dog Stories," by Dr. John Brown. Edited by C. W. French.

"The Gold Bug," by Edgar Allan Poe. Edited by Theda Gildemeister.

"The Cricket on the Hearth," by Charles Dickens. Edited by George B. Aiton.

"The King of the Golden River," by John Ruskin. Edited by Katherine Lee Bates.

"Norse Stories," by Hamilton Wright Mabie. Edited by Katharine Lee Bates.

"A Child's Garden of Verses," by Robert Louis Stevenson.

"The Sunbonnet Babies' Primer," by Eulalie Osgood Grover.

"Eskimo Stories," by Mary E. Smith.

"New Century Readers," by Grades, Book I. Book VIII.

"Language through Nature, Literature, and Art," by Miss H. A. Perdue and Miss S. E. Griswold.

"English Composition, Based on Literary Models," by Rose M. Kavana and Dr. Arthur Beatty.

"Hand-Loom Weaving," by Mattie P. Todd.

"A Bird Calendar," by Clarence Moores Weed.

"A Flower Calendar," by Clarence Moores Weed.

D. C. Heath & Company.

"Als Verlobte empfehlen sich," by Wichert.

Thomas Y. Crowell & Company.

"Complete Works of Edgar Allan Poe," edited by Prof. James A. Harrison.

Doubleday, Page & Co.

"Works of Edward Fitz Gerald."

"The Life of James Madison," by Gaillard Hunt.

"An Introduction to the Study of English Poetry," by Mark H. Liddell.

"The Brook Book," by Mary Miller Rogers.

"Empire of Business," by Andrew Carnegie.

Silver, Burdett & Company announce a new departure in their Beacon Series of vocal selections for schools, classes, and choruses. This is the placing at the disposal of the public, at a price within the reach of the humblest pupil, the chorus parts of standard cantatas. Hitherto the expense of obtaining the necessary vocal scores of any standard work has been practically prohibitive in many cases. A second obstacle is that all standard choral works are conceived for adult singers, and consequently contain passages, especially for tenors, which cannot be effectively rendered even in the best high schools. These obstacles have been overcome in the "Beacon Series Cantatas." The initial numbers are Henry Smart's "King Rene's Daughter," and Henry Lahee's "The Building of the Ship." The editor is Leo R. Lewis, professor of the history and theory of music at Tufts college, and the series has been arranged especially for school use.

Howard Wilford Bell, publisher, of New York and London, England, is about to issue the Unit Library, a miscellany of original and selected publications in the various departments of literature, science, and the arts. The publisher's aim is to place within the reach of every English-speaking person the chief works of literature, scientific information, technical works of every kind, historical works, classics of ancient and modern times, etc. The volumes will be unabridged and printed from the best editions. It is claimed they will be the cheapest series of books ever printed in England or America, the average cost being twenty cents net for cloth-bound volumes.

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Educational Meetings.

April 23-25.—Annual meeting of Kindergarten Association of the United States and Canada, at Boston, Mass.

April 23-25.—International Kindergarten Union, Boston.

April 24-26.—Northern Illinois Teachers' Association at Ottawa, Ill.

April 25-26.—Fourth annual meeting of the Eastern Art Teachers' Association, at the National Arts club, New York city. Walter S. Goodnough, president; and Frank H. Collins, secretary.

April 26-27.—Tri-State Teachers' Association, at Huntington. W. H. Cole, president, Huntington, W. Va.

May 1-3.—Mississippi State Teachers' association, annual meeting, in Jackson,

Supt. T. P. Scott, Brookhaven, Miss., secretary.

May 7-9.—Western Drawing Teachers' Association, at Minneapolis, Minn. Adelia E. Denton, secretary, St. Joseph, Mo.

June 10-16.—North Carolina Teachers' Assembly, annual session, at Wrightsville, N. C. W. D. Carmichael, Jr., Durham, N. C., secretary and treasurer.

June 19-21.—Georgia Educational Association will meet either at Tybee, Cumberland Island, Ga., or at Tallulah Falls. G. Bond, president, Athens, Ga.

June 24.—New York State Music Teachers' Association at Newburg-on-the-Hudson.

June 30, July 1.—New York University Convocation at Albany, N. Y. James Russell Parsons, Jr., secretary, Albany, N. Y.

June 30-August 8.—Northern State normal school, Marquette, Mich. D. B. Waldo, principal.

June 30.—July 5.—National Association of Elocutionists in Chicago. Virgil A. Pinkley, Cincinnati, O., president.

June 30-July 1.—New York university convocation at Albany.

July 1-3.—American Institute of Instruction, Burlington, Vt.

July 7-11.—National Educational Association at Minneapolis, Minn. Wallace G. Nye, chairman local executive committee.

ALL THE YEAR ROUND.

Ten years ago the manager of a Chicago teachers' agency closed his office in November and went "East for a few months." The work of his agency was done during the summer months—May, June, July, and August, and during the remainder of the year he could "visit." That was the experience of nearly all teachers' agencies ten years ago. But conditions have changed. Private school principals apply for teachers as early as January; public school officials employ earlier; changes during the school year are more numerous; November and December are now busy months; and there is not a month in the year that we do not have calls for teachers and vacancies to fill. We are busy "all the year round," and the teacher that does not keep in touch with our work is missing opportunities. For several years the demand for special teachers of music, drawing, commercial branches, etc., have been increasing so rapidly that we are unable to keep up with them. In fact we need more good teachers of every grade and class.

Thoughtful school directors have come to regard teachers' agencies as the best of all means of adjusting candidates and vacancies. They consult a teachers' agency with as much confidence as bankers and business men consult Bradstreet's business agency, and it is right that they should do so. Philosophically, there is no other means of securing positions or promotions so reasonably; commercially, there is none so honorable; practically, there is none so sensible. The teacher is saved from the danger of imposing upon good-natured friends; he is informed of places that he would not learn of by other means; and is kept in line for promotion. The director or superintendent is relieved from the charge of nepotism and favoritism, and he is spared the time and annoyance incident to examining a large number of promiscuous applications. The school is protected from the dangers attending a too rigid adherence to the home talent theory. To-day, practically, no important position is filled without consulting an agency. The highest-salaried university positions are seldom filled until some agency has been consulted; and the facts learned about the most prominent men are usually sought through an agency.

DR. M. G. BRUMBAUGH, Commissioner of Education, San Juan, Porto Rico—Can you recommend a young man for stenographer in the office of the Commissioner of Education, San Juan, Porto Rico? (Jan. 1, 1902.)

MR. JAY ZEAMER, Private Secretary to President of Mercersburg Academy.—I have accepted Dr. Brumbaugh's offer and will sail for Porto Rico on the 18th instant with a young man from Baltimore, stenographer in same office, now home on vacation. (Jan. 11, 1902.)

THE PRINCIPAL of one of our best Pennsylvania Preparatory Schools.—I need three teachers, 1. English and Oratory, 2. Mathematics and Classics, 3. Latin and Greek. (Jan. 4, 1902.)

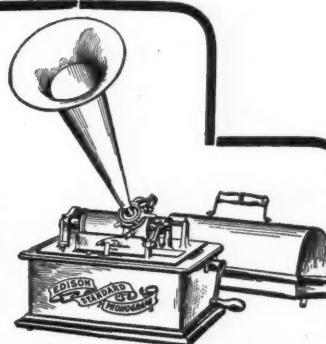
A WESTERN STATE SUPERINTENDENT.—I wish that you would recommend a principal for our State Normal School, a magnificent institution with an attendance of 500 students and a faculty of some 15 members. (Feb. 4, 1902.)

J. W. MCGARVEY, JR., Principal Madison Institute, Richmond, Ky.—We want a lady qualified to teach mathematics and sciences, to begin work within thirty days. (Feb. 3, 1902.)

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BOSTON, MASS.—About one hundred graduates and other friends joined in a complimentary dinner to Prin. William C. Collar, of the Roxbury Latin school, on March 22, to congratulate him upon the completion of forty-five years of service. Prof. G. W. Kittredge, of Harvard, acted as toast-master, and addresses were made by John T. Wheelwright, Malcolm Donald, and others. Rev. Theodore C. Williams, of the Hackley school, Tarrytown, N. Y., read an original poem. Mr. Collar responded pleasantly to their congratulations.

At the meeting of the school board on March 25, the special committee appointed to nominate a candidate for supervisor to succeed Miss Louise M. Arnold, reported recommending to the board Miss E. E. Carlisle, at present the head of the department of pedagogy, in Wellesley college. The nomination was laid over until the next meeting.

Mr. Rest F. Curtis was appointed temporary junior master in the Mechanic Arts high school, and Miss M. E. White, of Lynn, temporary assistant in the Dorchester high school.

CAMBRIDGE, MASS.—Harvard university receives a legacy of \$450,000 from the estate of George Smith, the adopted son of James Smith, of St. Louis, to be used for building three dormitories, one to be named for himself, the others for his adopted parents. This is the bulk of his estate, as he left nothing to the relatives of his adopted father.

NEWTON, MASS.—Mr. William C. Hobbs, superintendent of schools for Rockland and Whitman, has been elected master of the Mason school, and Mr. Charles E. Gaffeny, of Pawtucket, R. I.,

master of the Wade school. These are both grammar schools.

MILFORD, N. H.—Mr. James C. Flagg has resigned his position as principal of the Milford high school to accept a position in St. Louis. Mr. Robert J. Sisk has been elected his successor. Mr. Sisk is at present teacher of mathematics in the high school at Dover.

PROVIDENCE, R. I.—Brown university receives a large sum from the estate of the late George L. Littlefield, of this city. After a few minor bequests, his will gives the university \$100,000 to establish the George L. Littlefield professorship of American history, and all the residue of the estate, probably some \$400,000 more, for a general fund.

Dr. Julius Bewer, assistant pastor of the Central Congregational church, Providence has been elected professor of Old Testament language and literature in Oberlin theological seminary, at Oberlin, O. Dr. Bewer was graduated from the Royal gymnasium at Dusseldorf, in 1895, and from Union Theological seminary in 1898.

NEW HAVEN, CONN.—The Young Men's Christian Association of Yale university has been fortunate in securing as superintendent Dr. M. E. Phillips, of Salina, Kansas. Dr. Phillips is now chancellor of Wesleyan university, and previously he was at the head of the University of Southern California. He has a fine reputation as an educator.

CAMBRIDGE, MASS.—Mrs. Collis P. Huntington has given Harvard \$250,000. This sum more than completes the sum of \$765,000 needed to obtain the sum offered by John D. Rockefeller for enlarging and

endowing the medical school. Mrs. Huntington's gift will be used to erect the Collis P. Huntington Laboratory of Pathology and Bacteriology. With this last gift and those of Mr. Rockefeller, J. P. Morgan and others, the medical school has now an aggregate of \$2,821,225 available for use.

NEW HAVEN, CONN.—A unique feature of next year's course in pedagogics at Yale graduate school will be a joint course given by thirteen of Yale university's oldest teachers, each of whom will give his own experiences in teaching and offer suggestions to the students. The school now has 232 instructors and professors and 341 students.

CAMBRIDGE, MASS.—Prof. E. C. Pickering, of the Harvard observatory, has accepted an appointment to the Carnegie institution. He will retain his present position, however, as his presence will not be required in Washington.

Recent Deaths.

KALAMAZOO, MICH.—Seth J. Axtell, professor of Greek at Kalamazoo college, died March 23, after a short illness of grip. He was sixty years old, a graduate of Brown university, acted as president of Leland university from 1878 to 1882, and was administrator of Central college at Pella, Iowa, in 1889 and 1890.

BOSTON.

Miss Elizabeth H. Page, first assistant in the Gilbert Stuart school, died on March 22, and a large number of past pupils testified to their love and respect for their former teacher by attending the funeral. She was a very successful teacher and was held in high esteem.

(Continued on page 402.)



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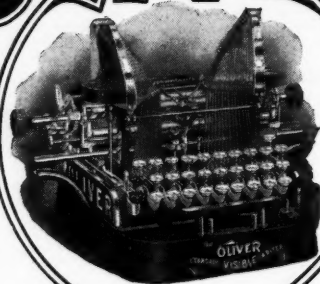
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Mr. John Dudley Philbrick, sub-master of the Thomas N. Hart school, died on March 24 after a ten days' illness, of pneumonia. He had been a teacher in the school for eleven years, and sub-master since 1895. He was thirty-nine years of age, a native of Candice, N. H., a graduate of Phillips academy, and of Dartmouth college in 1885.

NEW YORK CITY.

Miss Anna M. Gordon, district superintendent of the public schools in the borough of Richmond, died at her home on Staten Island, March 26, of apoplexy. She was a native of that place and was a graduate of the state normal college at Albany. She taught in the district schools of Staten Island until 1888, when she became principal of School No. 14, Richmond. Her work was so satisfactory that she was made associate borough superintendent in 1898. Later she was appointed district superintendent and placed in charge of the primary schools, for which work she was especially well adapted. Miss Gordon was highly respected by all with whom she came in contact.

Albert Horatio Gallatin, who was professor of chemistry in New York university many years ago, died March 25, from heart disease. He was born in this city March 7, 1839. His education was obtained principally at the New York university and abroad. He was a grandson of Albert Gallatin, secretary of the treasury under Presidents Jefferson and Madison.

Health, a medical journal published in London, England, editorially says: Those suffering and needing a safe pain reliever, should take two five-grain antakamnia tablets. Any good druggist can supply them and they should be in every family medicine chest.

April 1-Oct. 1.—Illinois Medical college, Chicago summer school of medicine, dentistry, and pharmacy. Address W. C. Sanford, M. D., secretary, 182 Washington Boulevard, Chicago.

April 15.—First summer session of the National Normal University at Lebanon, O., begins April 15 and continues eight weeks.

May 19 and June 30.—The two summer sessions of the Ferris institute open on above dates. W. N. Ferris, Big Rapids, Mich.

June 2-27.—Galesburg Kindergarten Normal school. Adda R. Robertson, secretary.

June 5-Aug. 20.—Campbell university, summer Latin school. Address D. H. Sprong, principal, Holton, Kan.

June 5-Aug. 5.—Kansas State normal school, Emporia, Kan. J. N. Wilkinson, president.

June 9 to July 19 and July 21 to Aug. 29.—Illinois State Normal university, Normal, Ill., two summer sessions. Address David Felmley.

June 10-Aug. 19.—Valparaiso college and Northern Indiana normal school. H. B. Brown, president, Valparaiso, Ind.

June 13-Aug. 2.—Ohio university summer school. Dr. Alsten Ellis, president, Athens, O.

June 13 July 25.—University of Nebraska, summer session, Lincoln, Neb.

June 16 July 26.—State University of Iowa. Address President G. E. McLean, or Dean L. G. Weld.

June 16 July 18.—Denver, Col., normal and preparatory school. Fred Dick, manager.

June 19 July 31.—University of Tennessee summer school.

June 19-Aug. 30.—New England conservatory of music; private teaching during entire vacation period. Frank W. Hale, Boston.

Summer Schools.

June 24-Aug. 8.—Mt. Union college, Alliance, O. Address, President A. B. Riker.

June 23-Aug. 1.—Northern Illinois State normal school, summer term, DeKalb, Ill. John W. Cook, president.

June 23-Aug. 1.—Ott summer school of oratory. E. A. Ott, Drake university, Des Moines, Ia.

June 23-Aug. 1.—Armour Institute of Technology, Chicago. Victor C. Alderson.

Beginning June 23.—Virginia School of Methods at the University of Virginia. Address Supt. E. C. Glass, Lynchburg, Va.

June 23-Aug. 21.—Drake university, summer Latin school, Des Moines, Ia. Address Prof. Wilbert L. Carr.

June 23.—Aug. 1.—Vanderbilt university, summer school. Dr. J. T. McGill, secretary, Nashville, Tenn.

June 25-Aug. 8.—Summer session of University of Michigan, Ann Arbor, Mich. John R. Effinger, Jr., secretary.

June 30-Aug. 8.—Benton Harbor college, summer session, Benton Harbor, Mich.

June 30 July 12.—San Francisco session of national summer schools. Address S. C. Smith, 321-325 Sansome street, San Francisco.

July 1-4.—Music Teachers' National Association, Put-in-Bay, Ohio. A. L. Manchester, Welleley Hills, Mass., president.

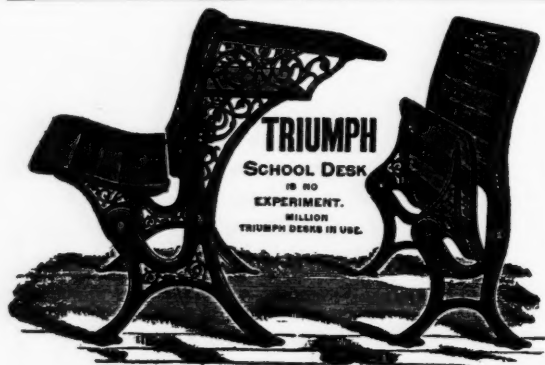
July 1-Aug. 10.—Yale summer school of forestry, Milford, Pa. H. S. Groves, director, New Haven, Conn.

July 1-Aug. 2.—Ipswich Summer School of Art. Address Arthur W. Dow, Ipswich, Mass.

July 1-Aug. 1.—Wesleyan university summer school of chemistry and biology.

July 1-Aug. 5.—Sloper school of oratory, Chicago. H. M. Sloper, president.

July 2-Aug. 13.—Biological laboratory of Brooklyn institute of arts and sciences. Address Franklin W. Hooper, 502 Fulton street, Brooklyn.



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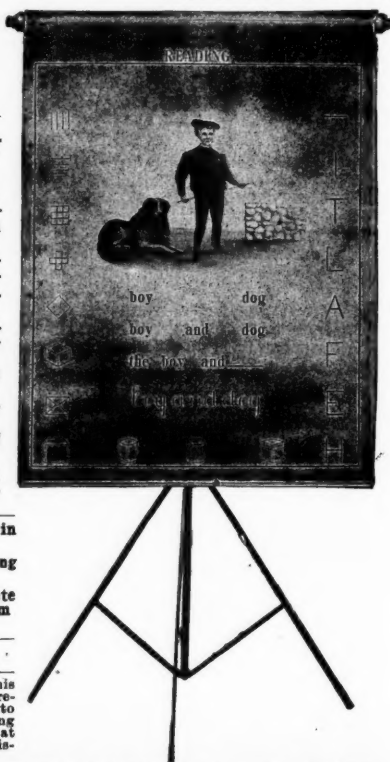
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July 3.—New York Society for Child Study, at Saratoga, N. Y. Principal Myron T. Scudder, of New Paltz Normal school, president.

July 5-Aug. 15.—Harvard university summer school of arts and sciences, Cambridge, Mass. J. L. Love, clerk.

July 6-Sept. 5.—Catholic summer school of America, Champlain, assembly, Cliff Haven, N. Y. W. E. Mosher, secretary, 39 E. 42d street, New York.

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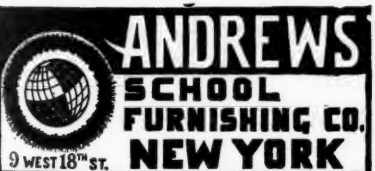


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term; address Clara Wheeler, secretary, 23 Fountain street, Grand Rapids.

July 7-Aug. 15.—New York university summer school. Marshall S. Brown, secretary, University Heights, New York.

July 7-Aug. 1.—Claremont summer institute. E. E. Leighton, secretary, Claremont, N. H.

July 7-Aug. 15.—Columbia university. Address Administrative Board, summer session, Columbia.

July 7-Aug. 16.—Cornell university, summer session, Ithaca, N. Y. Address Registrar Cornell university.

July 7-Aug. 8.—Dartmouth summer school. Prof. W. D. Worthen, director, Hanover, N. H.

July 8-Aug. 8.—Marthas Vineyard summer institute, Cottage City. Address William A. Mowry, Hyde Park, Mass.

July 8-25.—American institute of normal methods, Eastern session, Boston, Edgar O. Silver, president, 25 East 19th street, New York. Western session, Northwestern university, Evanston, Ill., same date.

July 8-Aug. 8.—Massachusetts state normal school, Hyannis, Mass. W. A. Baldwin, principal.

July 9—August 6.—Sharon Summer School of Nature Study, Sharon, Mass. Address G. W. Field, director, Massachusetts Institute, Technology, Boston.

July 14-26.—New school of methods in public school music, Chicago. Address American Book Company, Chicago.

July 14-Aug. 8.—University of Minnesota. Address, D. L. Kiehle.

July 21-Aug. 2.—Chicago session of national summer school. Address Miss Ada M. Fleming, 378-388 Wabash avenue, Chicago.

July 22 Aug. 8.—Summer school of science for Atlantic Provinces of Canada. J. D. Seamon, Charlottetown, Prince Edward Island, secretary.

Chicago and Thereabouts.

The Civic Federation Educational Commission has voted to recommend the 1898 schedule of wages, which is based on a system of groupings according to years of experience. The teacher begins with a minimum of \$500, and has a yearly increase until the maximum of \$1,000 is reached.

The rate compares favorably with teachers' salaries in all large cities except New York. The proposal to establish the 1898 schedule by law pleases the teachers, since the board of education would then find it impossible to cut their salaries without violating state law.

The Chicago Teachers' Federation has elected the following officers: Pres., Miss Ella F. Rowe; Rec.-Sec'y., Miss Anna M. Murphy; Cor.-Sec'y., Miss Catherine Goggin; Treas., Miss Sarah McDonald. Vice-presidents for each of the various districts have also been appointed.

Trustee Vopicka has reported to the building and grounds committee of the board of education that fifteen deaf and dumb children have for several years been housed in a damp, foul, and ill-lighted basement of the Wicker Park school. Rheumatism and other diseases are said to have been contracted by the children owing to the unsanitary conditions. Mr. Vopicka said: "It is a shame to have the children there without light or fresh air. Gas is burned all day. The children have been deprived by nature of hearing and speech, and now their surroundings are ruining the most important sense left to them—sight." The committee ordered a change at once, and blamed the teacher and principal for not reporting the condition of affairs.

All employees of the Chicago schools, outside of the educational department, may be put under civil service rules.

The disposition of truants in the Chicago parental schools to secure temporary freedom, for reasons generally found to be insufficient, has led to an understanding by which authority is given Superintendent MacQueary to issue permits only on the most urgent of reasons. Final discharges will be made only thru Judge Tuthill, of the juvenile court.

Trustee Gallagher's minority report, criticising the Chicago board of education, was not read at the meeting called March 19, owing to lack of a quorum. Mr. Gallagher says the twelve absent members stayed away because they did not wish to hear the report. President Harris announced that he would send a letter to each absent member expressing his displeasure at their disregarding the meeting.

The work of taking the Chicago school census is progressing rapidly. A truant officer has charge of each division of workers. The enumerators will learn the number of persons under 21 years of age, the number of illiterates, and the cause and number of non-attendants at school, over fourteen years of age.

Prof. J. H. Gray, of Northwestern university, has received from United States Commissioner of Labor Wright an appointment to go to England to study the effects of labor unions on the output of industry in that country.

The forty first quarterly graduation of the University of Chicago, held March 18, will be known as the "first men's convocation." An edict had been issued forbidding seats on the lower floor to the coeds. While this hint of segregation has worried the college girls, no announcement was made of contemplated action of the faculty, in regard to the extent to which men and women in the university will have separate work. The convocation address



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was delivered by Dr. Albert Shaw, editor of the *Review of Reviews*.

The attendance for the winter quarter was 2,338, an increase of 28.4 per cent. over the corresponding quarter of 1901. A statement of the gifts received during the last quarter will not be made until June.

Here and There.

As an aftermath of the recent meeting of the Department of Superintendence, N. E. A., Secretary Irwin Shepard notes that the enrollment this year was 854; last year 736; and two years ago, at the first meeting held in Chicago, 658. The number of associate members at each meeting was about the same; the increase being wholly in the active membership. The distribution of the membership among the states for each year was about the same. The North Central division naturally shows by far the largest membership, and Illinois alone had an enrollment of 229 at the meeting. New York comes second with 76 in attendance.

Dr. Daniel C. Gilman, president of the Carnegie institution, recently made the statement that the funds of the institution will not be available until August and work will not begin until November, possibly later. Many letters are being written to different leaders in special branches of science or education, asking for advice and suggestions. Dr. Gilman reiterates that Andrew Carnegie did not found a college, and that there are to be no "students." The philanthropist planned to encourage higher research everywhere, and those who will engage in this work of research will probably be called workers, instead of students.

HACKETTSTOWN, N. J.—President McCormick has resigned his position as administrator of the Centenary Collegiate Institute. Dr. Eugene A. Noble, of Brooklyn, has been elected as his successor and will assume his new duties July 1.

BUFFALO, N. Y.—The board of aldermen is having some difficulty in obtaining satisfactory school ventilation in the new Buffalo high school. Prof. S. S. Woodbridge, an expert of the Massachusetts Institute of Technology, has planned a system of heating and ventilation for the school. It provides for heating by radiators, the ventilation being supplied by a fan system. The Buffalo Forge Company, whose bid for the work is favored by the committee, desires to provide heating and ventilating at the same time by blowing fresh heated air into the class-rooms. In the past this city has been rather unfortunate in the matter of school ventilation. Professor Woodbridge will attend the next meeting of the committee, when a decision will be reached.

ITHACA, N. Y.—President Schurman, of Cornell university, sailed for England on the Campania, March 29. He will receive the honorary degree of doctor of laws from the University of Edinburgh at the commencement April 11.

ST. PAUL, MINN.—In an opinion recently given to State Superintendent Olson, the attorney general of Minnesota holds that, under the state constitution, the Lord's Prayer cannot be used in the public schools.

MEMPHIS, TENN.—The board of education has decided to erect two school buildings and to repair the old structures. The board has \$70,000 for the work contemplated. Specifications call for three-story brick buildings, having four rooms on each of the second and third floors, the basement to be used for playrooms, store, and engine rooms. The ventilation and method of heating must be good, safe, and practical.

The Memphis school board has decided to increase, by \$10 a month, the salaries of

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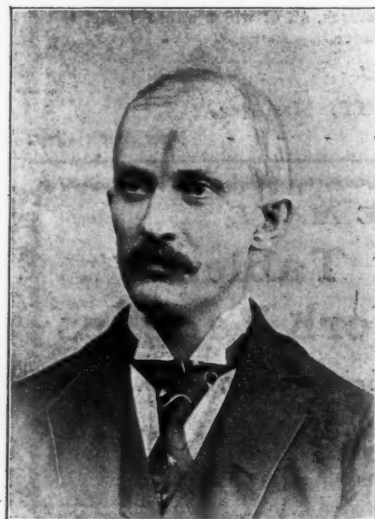
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JERSEY CITY, N. J.—Superintendent Snyder addressed the March meeting of the Jersey City Teachers' Association on "The Message of the Child," March 19. As this date also marked the tenth anniversary of Mr. Snyder's superintendency,



Supt. Henry Snyder.

the board of education took advantage of the occasion to compliment him upon the efficient manner in which he has performed his duties. The superintendent also received a beautiful album, in which the principals and nearly all the teachers of the city had inscribed their names, as a testimonial of the respect in which he is held.

NEW BRUNSWICK, N. J.—The proposed Carnegie library for New Brunswick may be erected on the campus of Rutgers college. The college has been in need of a library building for some time, and it is said the trustees will offer a site on the campus and allow the use of 300,000 volumes in return for the Carnegie library.

Governor Murphy has signed Senator Strong's bill providing for a state school of ceramics to be established in connection with Rutgers college. The bill calls for an appropriation of \$12,000 to begin with and an annual appropriation of \$3,000.

WOOSTER, O.—L. H. Severance, of Cleveland, has given \$15,000 additional to Ohio university, adding this amount to \$50,000 given a few weeks ago, so that the chemical laboratory may be built as originally planned.

At the next meeting of the Philadelphia board of education, action will be taken on the proposed amendment to make women teachers equally eligible with men as principals of mixed grammar schools and consolidated schools of three or more grammar divisions. It is pointed out that there should be no sentiment or prejudice in settling the matter, and that the question of sex should be eliminated from the eligibility rule.

Denbigh hall, the burned dormitory at Bryn Mawr college, will be rebuilt at once. Friends have hastened to the relief of the fire sufferers and the fund has amounted to nearly \$1,500. The need of John D. Rockefeller's gift to the college is realized now more than ever before.

At the meeting of the Laymen's association of the Philadelphia conference of the M. E. church on March 22, John Field made the statement that infidelity is taught at the Central high school for boys. This

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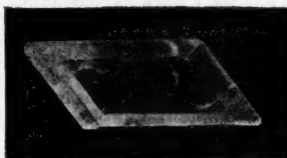
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is emphatically denied by President Thompson and also by Dr. Brooks. The latter says there is no professor in the school who does not believe in Christianity. The state law directs that the minimum number of verses of the Bible to be read at the opening sessions daily shall be eight, while the board of education requires a minimum of ten. It is said the board's committee on the school will investigate the matter.

Dr. Lawrence C. Hull recently resigned his position as principal of the academic department of the Brooklyn Polytechnic institute, owing to a difference of opinion between the trustees and himself over details of management. The corporation believed the Polytechnic should become more and more exclusively a college, while Professor Hull maintains that this is impossible unless an endowment is forthcoming.

PEORIA, ILL.—The eighteenth annual session of the Central Illinois Teachers' Association convened March 21, with nearly 2,000 teachers in attendance. Pres. H. L. Roberts, of Farmington, opened the meeting. Professor Lord, of Charleston, and President Butler, of Columbia, delivered addresses. Many prominent educators were present.

Commissioner Fred W. Atkinson, of the Philippines, has written the following letter to Walter J. Ballard, of Schenectady, N.Y.: Out of a total of 825 teachers which we now have 580 are men and 245 are women. The number of teachers' stations is 455, of which 200 are ungarrisoned and about 245 garrisoned. The question of the personal safety of the teachers has never arisen; in fact, I have received assurances from time to time that the workers in the educational movement would be well treated by the so-called insurgents, who recognize the value of the work done by the teachers. I have appointed a very large number of soldier teachers, about half of whom are good and the rest incompetent and inefficient. A good many of the latter have already left the service of the department, and the former are still acting as teachers of English. Of course, all the teachers understood before coming over here that they could not expect to find here the luxuries so common at home; and now, after their arrival and assignment to their stations, they have learned to accept the conditions such as they are, and, thoroughly interested in their work, they enjoy their surroundings.

Miss Reel of the Indian Schools.

Miss Estelle Reel, superintendent of Indian schools, is the subject of an appreciative article in the December number of *American Education*, under the somewhat strange head of "School Men of the Hour." Miss Reel was born in Illinois, from which state she went to Wyoming about twelve years ago. Her special training for the profession of teaching was received in Chicago, St. Louis, and Boston; and when she obtained a position in the Cheyenne, Wyo., public schools, her advancement was rapid. She became successively and successfully county and state superintendent of schools, winning distinction by her energy and the originality of her methods.

In her candidacy on the Republican ticket for the position of state superintendent, Miss Reel participated with the other candidates in the work of the campaign, making a thoro canvass of the state, and traveling many hundred miles by wagon and stage. She received a larger majority than any other candidate on the ticket, which was elected in its entirety.

As state superintendent Miss Reel was *ex-officio* secretary of the state board of charities, and *ex-officio* secretary of the state land board. An instance of her energy and ability is found in the fact that when she took charge, the land board was paying into the state treasury about \$100 a week; in the course of a year she

had brought the return up to \$1,000 a week. After two years in this office, she resigned to accept the government position she now holds.

Miss Reel is the first woman who has ever occupied the position of superintendent of Indian schools, but her record has silenced the skeptical criticism that followed her appointment. Many new features have been introduced by her into the system of Indian education. She visits all the schools as frequently as their isolation and the difficulties of travel will permit, and thus keeps in touch with teachers and pupils, and informed of actual conditions.

It is Miss Reel's belief that industrial training should have the foremost place in Indian education; and she urges this with a special reason for the women, namely, that "when you civilize the wife you civilize the home."

The coming from a state which provided for woman's suffrage when its constitution was framed, Miss Reel does not look like a woman suffragist as the type is generally pictured. She is young, gentle, feminine, and attractive; she is a charming conversationalist; and she disclaims being a public orator, she knows how to address and hold an audience. The popularity that has long been hers in Wyoming is extending to all parts of the country to which her duties call her.

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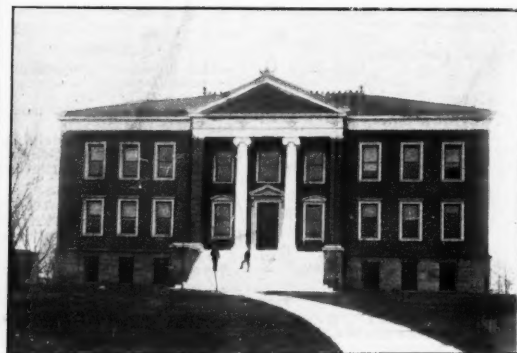
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